DOCUMENT RESUME

ED 054 769 JC 710 230

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TITLE Making Teacher Education Relevant: Community College Cooperative Internship Program.

INSTITUTION Saint Louis Junior Coll. District, Mo.; Southern Illinois Univ., Carbondale.

SPONS AGENCY Ford Foundation, New York, N.Y.

PUB DATE Sep 71

NOTE 154p.

EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTORS Effective Teaching; Field Experience Programs; *Internship Programs; *Junior Colleges; *Teacher Education; Teacher Evaluation; Teacher Improvement; *Teacher Programs; *Vocational Education Teachers

IDENTIFIERS Saint Louis Junior College District; *Southern Illinois University

ABSTRACT

This is a report and evaluation of a Ford Foundation-funded 5-year project to help prepare more effective teachers for 2-year post-high school occupational programs. It was conducted jointly by the Junior College District of St. Louis-St. Louis County and Southern Illinois University from July 1, 1966 to June 30, 1971. The primary goal of the Ford Project Community College Cooperative Internship Program for the preparation of teachers was to help increase the supply of more effective teachers and to help them gain a better understanding of the comprehensive community college. Interns had teaching responsibilities, took part in faculty and staff meetings, interviewed junior college faculty and attended two seminars at the university. The program was evaluated by administrators, faculty, and students as a very effective and worthwhile experience. (MN)

ED054769

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MAKING TEACHER EDUCATION RELEVANT

(Community College Cooperative Internship Program)

JC 710 230

Report to the Ford Foundation
on the Five Year Joint Project of
The Junior College District of St. Louis-St. Louis County, Missouri
and Southern Illinois University
for Preparing Two-Year Post-High School Teachers

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 27 1971

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Foreword

This is a report and evaluation of a Ford Foundation funded five-year project to help prepare more effective teachers for two-year post-high school occupational programs. It was conducted jointly by The Junior College District of St. Louis-St. Louis County, Missouri and Southern Illinois University from July 1, 1966 to June 30, 1971.

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September, 1971

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FORD PROJECT FOR THE PREPARATION OF TEACHERS FOR TWO YEAR POST-HIGH SCHOOL OCCUPATIONAL PROGRAMS

Description of Program

Background

The right kinds of teachers are a high priority for any educational institution, and in the case of community colleges and technical institutes they are particularly important. Such teachers must not only have the proper academic qualifications but they need to understand and appreciate the goals of such institutions, as well as to have the ability and interest to work with students who have a wide variety of educational goals.

To help in preparing teachers with these characteristics, The St. Louis Junior College District and Southern Illinois University cooperated in a joint project that was funded in part with a $500,000 grant from the Ford Foundation. Course work leading to appropriate master's degrees was provided by SIU, and the JCD served as the laboratory for a one-semester teaching internship. The premise was that an effective internship program cannot be separated from a laboratory concept and therefore it is important for interns to be assigned to a "model two-year institution," preferably multi-campus, where they would be exposed to a variety of environments and faculty and administrative viewpoints. This was the concept underlying the JCD-SIU cooperative internship program.

The goal of the Ford Project cooperative internship program for the preparation of teachers was to help increase the supply of more effective teachers--teachers oriented to trying constantly to improve their effectiveness in working with students.

Another goal was to help teachers gain a better understanding of the comprehensive community college so that they might increase their effectiveness in using the total resources of the institution in helping students to become contributing members of society, regardless of their discipline.

Program

The one-semester JCD-SIU internship program consisted essentially of two parts. The first was teaching. An intern was assigned to a department at one of the three colleges in The Junior College District of St. Louis-St. Louis County to teach 40% of the normal full-time faculty load under the direction of an experienced community college teacher in the intern's discipline. The supervising teacher's primary concern was with advising the intern on the selection, organization, and presentation of subject-matter, as well as with the evaluation of the intern's students and the intern himself. The second part of the internship program involved helping the interns gain a general understanding of the comprehensive community college. The goal was to overcome some of the fragmentation that frequently exists in educational institutions among the persons teaching in various disciplines.

The supervising teacher was a chief contributor in the internship program from the standpoint of helping an intern increase his teaching effectiveness. However, there were other approaches involved, too, and they were all predicated on the concept that teaching is an art and not a science. Therefore, the intern had the responsibility to try to discover the techniques that were the most effective for him. Informal discussions on teaching techniques, as well as actual class observations, provided an important source for ideas that interns could adapt for use with their

classes. Visitations included classes not only in the intern's discipline, but also in other academic and occupational fields. Other sources for ideas on teaching came from interns' reviewing their own teaching by means of video tape, field assignments, critiques of their teaching by their own students, investigation of student learning problems, as well as seminars dealing with such subjects as "learning objectives."

An important objective of the internship program was to provide beginning teachers with a better understanding of the "workings" of the organizational structure of community colleges. This was intended to help teachers "use the system" so that they might become more effective in implementing needed improvements in their own areas of responsibilities. The procedure involved providing interns with the opportunity to observe and occasionally participate in the various types of committee meetings in the JCD. In addition, they took part in faculty meetings from department to district levels. An unusual opportunity was afforded interns to sit as observers in the highest level policy-making district-wide meetings and, on occasion, to be invited to participate in the discussions. Possible benefits from this type of experience, in addition to learning about the various committee functions, included ideas as to procedures for conducting effective meetings, ideas as to effective communication techniques, and more empathy for the goals of the total institution.

Another aspect of understanding the role of teacher in a comprehensive community college was that of becoming familiar with the total educational program and services of the institution. The purpose was to enable interns to see more clearly how their endeavors relate to those of the institution and, as a result, help them

become more effective in meeting the specific needs of individual students. It involved having interns gain a basic understanding of program objectives and opportunities for students. This was accomplished by interviewing persons in the JCD who were responsible for the various types of occupational programs and services such as:

Business-related occupational programs
Engineering-related occupational programs
Health-related occupational programs
Public Service-related occupational programs
General Curriculum
Admissions and Registration
Counseling Services
Student Government.

Another unique opportunity interns had in the JCD was that of gaining further insight regarding preparation for their long range career goals. For example, depending on whether they centered on becoming a classroom teacher, division or department head, or dean, etc., there were a great number of ideas the interns could gain through contact with persons who were actually involved in such positions. The medium for this was special projects which were intended to assist interns in using the JCD as a laboratory. Contacts could include faculty, students, administrators, and representatives of business and industry. Projects were selected by interns and included such subjects as the following:

1. Role of division or department chairman in a given discipline
2. The aspects involved in initiating a program in a particular field
3. Recruiting students for occupational programs
4. Role of a specific advisory committee in curriculum development.

Seminars were held weekly for interns and were rotated among the three campuses of the JCD dolleges. Since there were interns who represented academic

fields and others who represented occupational specialties, opportunity was provided for the interaction of persons in the various disciplines. This helped to break the communications barrier and also the stigma that many persons in academic fields place upon occupational programs.

Two types of seminars were used. One provided for the interaction of interns with resource persons, and the other, interaction with interns. Both types stressed informality in approach and the practical rather than the theoretical. Numerous resource persons from the JCD (including faculty, division and department chairmen, students, presidents, and board members)provided interns with the opportunity to discuss a wide assortment of topics and points of view which helped them to understand the problems confronting comprehensive community colleges and technical education. The second type (which interns came to designate as "GT Sessions" - Group Therapy) served as a means to exchange ideas gained during the internship, to discuss problems they encountered, to share in some of the planning for future seminars, and to take an active role in arranging and conducting a seminar of their choice if they so desired.

Reactions:

This concept of a university's providing an internship in a "model educational institution" of the type in which a person is preparing to teach has gained many supporters. The need to break down the fragmentation that so frequently exists in higher education among persons in the various disciplines is imperative if student attrition rates are to be reduced at the two-year post-high school level. Reactions

of interns to the Ford Project approach in helping to prepare teachers can be ascertained from their critiques of the program. A few excerpts are quoted below:

> Now, I feel I understand the total concept of the comprehensive community college.
>
> Most of the so called "education" courses I have experienced were not at all realistic about how-to-teach; I do feel, however, that this internship is not only oriented in that direction, but it is also heavily weighted to produce precisely that particular effect.
>
> My supervisor is one of the most outstanding men I have met within my profession. He continually gave me hints, suggestions and aid. He is interested in both his field and students.
>
> I was also able to experiment with different techniques on my own. To see the gleam in a student's eyes who experiences success perhaps for the first time makes the whole semester worthwhile, I feel.
>
> Have learned very valuable lessons in how to get along with people, which should prove invaluable in the future.
>
> I found that the organizational meetings were one of the best benefits of the whole internship. These meetings really helped me to get the "big picture" of the JCD and to better appreciate each person's or each group's function and contribution to the successful operation of the JCD.
>
> It's probably unnecessary to state that my understanding of administrative problems has broadened appreciably.
>
> I completed one tour which really pointed out the difference between the type of jobs non-technical graduates do and the type of jobs a graduate of a two-year technical program does. The two-year graduate has a much more challenging job with plenty of variety.
>
> Mr. Hartman (Counseling) was very helpful in making suggestions to help me increase student motivation and solve student learning problems -- he also helped me make contacts with other teachers who might help me with my student learning problems.

I feel that it was not until I had attended all the meetings that my teaching really became effective.

To say that the internship kept me busy is an understatement. I feel that the hyperactive nature of the program is what it should be and should not be changed.

The internship in my evaluation has been the greatest educational experience of my life ..... I have learned more about teaching, junior college students, junior colleges and education in general than four more years of graduate school could provide.

I think each intern is thankful to the Ford Foundation for making it possible for us to be here in St. Louis.

Internship

Goals

The goal of the Project was to provide internship experiences for 120 participants over a four-year period. (Later the program was extended to five years.) All of those selected were to have either of two educational objectives. One was the teaching of post-secondary occupational courses and the other was the teaching of general education courses which are commonly a part of occupational curricula in two-year post-high school programs. The program included three categories of participants. One type was the older person who had already completed the necessary academic qualifications for teaching in a community college (in most cases a master's degree) and who had a number of years of professional experience, but little or no previous teaching experience. Many of these people came from occupational areas in business, industry, and the professions, such as nursing. In most instances they were recruited by means of classified advertisements in newspapers and

professional journals. These persons were designated as Pre-Service Interns.

The second group of participants was made up of persons enrolled in SIU graduate programs at both the Edwardsville and the Carbondale campuses. Various departments of the University, including the Department of Higher Education, were represented.

The third group was recruited from persons graduating from two-year post-high school programs in community colleges and technical institutes. Their program was referred to as the "3-years Masters." Arrangements had been worked out at SIU so that graduates of occupational programs could build on successfully completed related course work with little or no loss of credit. This provision was an attempt to make occupational programs "open-ended" rather than "terminal."

Results

Twenty of the 120 interns were to be Pre-Service interns. They were the first Ford interns assigned to the JCD. This program was well received by participants because it provided an ideal vehicle for persons in the business and industrial world to make the transition into teaching without involving an unusually large financial loss. The program provided paying these persons the same amount during the internship that the JCD would have paid them if they had been regular beginning faculty members. This was important to most of the Pre-Service interns since they were older and, in most cases, had both families and mortgages. During the life of the project there was a continual concern about reducing overhead costs and directing the savings into providing more internships. The result was that 43 Pre-Service

internships were provided, rather than only 20.

During the first year at SIU, no students were selected for admission to the program. The primary effort was expended in identifying and employing an associate director to head the SIU phase of the project. In addition, considerable time was devoted to developing operational policies and a master's degree program which would adequately prepare teachers for post-secondary two-year programs. However, when a full-time associate director was employed at SIU at the end of the first year, gains were made in identifying participants. Furthermore, the persons who completed the internship became very effective publicity agents, and the fact that employers recognized the value of the JCD internship in the offers of employment they made to persons completing the program helped in recruiting new candidates. The quota for this program was 100, which was achieved.

The third group of persons included in the program, the 3-year master's group, presented a timing problem. By the time participants were identified and their bachelor's and master's degrees completed, the Ford internship program was over, although some would have been ready to intern in the year following the termination of the project.

A summary of the goals and the actual number of persons who interned in the JCD follows:

JCD Internships (See Appendix I)

	Years					
	1st	2nd	3rd	4th	5th	Total
Pre-Service						
Goal	10	10	-	-	-	20
Actual	9	21	5	8	-	43
SIU Graduate Students						
Goal	-	10	20	35	35	100
Actual	-	3	11	42	44	100

Evaluations by Interns, Supervisors, Division & Department Chairmen

The internship program was viewed as an experimental program in helping to prepare more effective teachers for community colleges and technical institutes. Therefore, evaluation was an important aspect of the program. It included the interns' critiques of the various parts of the program, as well as those of the supervisors and department and division chairmen of the interns. Excerpts from the critiques are shown in Appendix II. This type of information was used as a basis for trying to improve the program for each successive group of interns.

A copy of one intern's complete critique appears in Appendix III along with a sample of the Program Critique and Check Out Sheet. Interns were told at the beginning of their internship that they would be asked to critique each phase of

the internship program. The critique included the teaching assignment, class and teacher visitations, committee meetings, seminars, the technical education course, special projects, and Ford Project coordination, as well as their overall evaluation of the program. This information along with the critiques of each supervisor, department and division chairman was included in the five annual reports to the Ford Foundation.

Critiques by supervisors and department and division chairmen centered on two topics. One was their view as to what aspects of the program were operating satisfactorily, and the other was their suggestions for improving the program.

The critiques point out that interns, supervisors, and department and division chairmen believe there are a number of key provisions necessary for a successful internship, including:

1. Orientation as to intern and supervisor roles
2. Released time for supervising interns
3. Care in selecting supervising teachers and interns
4. Compatible teaching schedules to allow the intern and his supervisor to visit one another's classes
5. Early assignment of each intern to his supervising teacher in order to facilitate planning prior to the beginning of classes
6. Involvement of faculty in selecting interns
7. Frequent evaluations of an intern's teaching performance
8. Flexibility in the program to allow for special needs of interns

9. Availability of a potential intern's papers prior to an interview

10. Proper attitude of the intern toward an internship

11. Sufficient candidates for interning to provide a choice in the department concerned

12. Reasonable number of class visitations by supervisors (i.e., neither too many nor too few)

13. Acceptance of interns as full-fledged teachers in the classroom (i.e., supervisors should not introduce them as "interns.")

14. Lines of communication that supervisors, interns, division chairmen and the project director may readily communicate with one another.

Evaluation by JCD Administrators

Dr. J. P. Cosand, President of the JCD, said:

> From the very beginning I have been enthusiastic about the JCD-SIU joint project for the preparation of teachers. I have been convinced that this is, perhaps, the finest program of its type in the United States. The productivity of the program has exceeded the objectives of the program, and this is a rare action. The people who have completed the program have been placed in colleges throughout the United States, and the reactions I receive from the field are complimentary and enthusiastic.
>
> I would hope, somehow, that a similar program or programs would be developed in other parts of the country, and I am sincerely sorry that our joint program has had to be terminated due to lack of funds.
>
> It is difficult for me to understand why a program of such significance would not continue to be funded, especially by the U. S. Office of Education. The U. S. Office of Education is forever recommending projects such as ours, and when a project is outstanding, it is a bit of a tragedy to see it stopped. I suppose this is part of our bureaucracy, but is a part which I cannot support.

The three JCD college presidents and deans of instruction were also asked for their evaluation of the project. Their comments follow.

JCD Administrator A:

(1) Overall Value of Project

Especially valuable in recruiting and preparing people from business and industry for teaching positions in community colleges. In the early years of the project there were critical shortages of instructors, particularly in the occupational curricula. Further, community colleges were growing so rapidly that colleges of education and graduate schools were not able to provide an adequate number of competent instructors who were thoroughly oriented to the unique role of the comprehensive community college.

The project was well conceived and, in my opinion, rendered an important service to the community colleges.

(2) Problems with Project

It appeared that interns received much more orientation to administrative matters than an instructor (graduate student) could properly expect or, indeed, would need.

(3) Suggestions for Improving Program

I question the need for such a program for instructors in liberal arts (transfer) areas. We prefer to diversify our faculty by selecting students with excellent credentials from several highly regarded graduate schools, especially those with good experience as teaching assistants. Our own staff can provide adequate orientation to highly motivated young instructors provided they are temperamentally suited to teaching lower division courses. During this school year I was not, in general, favorably impressed with the attitude or temperamental characteristics of several of the interns.

(4) Number of Years Involved

I have been involved with the program from the planning of the grant through its entire development.

JCD Administrator B:

The Ford Intern experience was envied by a great number of administrators and new staff at _____ Community College during the years that it was underway. It was felt that the interns were benefiting from an experience that would have been worthwhile to all persons entering a community college teaching career. A comprehensive experience which brings prospective community college teachers on to the location of a community college is far more effective than an experience gained by sitting in education courses dealing with the community college. In all likelihood Ford Interns will move into new teaching positions in community colleges and demonstrate a level of success comparable to teachers who have had approximately one year of community college teaching experience. It may be that they will be more effective as beginning teachers than are persons who came directly to the community college from their academic experience who have spent one year in full-time teaching without the adequate in-service training support they need. All things equal, which is of course an impractical pre-requisite, I would prefer to engage a person who has come through the Ford Program rather than a person who has had one year of teaching experience following a traditional academic program while in college.

JCD Administrator C:

I have been connected with the JCD-SIU Project since its inception as a Division Chairman, an Associate Dean of Instruction, and Dean of Instruction.

My overall evaluation of this internship is that it was an outstanding project. As I compare the JCD-SIU Internship Program with other internship programs with which I am acquainted throughout the country, I commend this one for the following reasons:

1. The coordination given to the program during the internship. There was constant coordination and supervision of the intern and his activities during the semester that he was on the college campus. In contrast, most internship programs send their interns to a community college to teach and fail to see them for a semester until the internship is over.

2. The program of activities which was prepared for the intern during his internship. I am referring to such requirements as attendance at the seminars, attendance at various JCD and college meetings, the project, and the required course in vocational technical education. All of this is in contrast with most programs which place the intern in a college and expect him to teach from 40 to 50% of a full-time load with no further required or planned activities in which the intern must participate to satisfy the concept "intern."

3. The requirement that each intern work closely with a supervising instructor. This stipulation is included in some other intern programs but the JCD-SIU project made it possible for the JCD to release an instructor from one course in order to devote time to the intern and the problems the intern might be facing. It is this sort of guidance which allows an inexperienced intern to come to the college and be successful rather than frequently falling on his face and learning by the trial and error method. This program should be commended for the funding which was made available to the interns in order that the college could afford to release a superior teacher from full-time instructional duties to work with the intern.

4. The overall philosophy of the program which committed itself to the preparation of a community college instructor. Specific evidence of this philosophy has been pointed out in 1 through 3 above. It is easy to get on today's bandwagon and develop programs which require internships at community colleges. It is quite another thing to commit that program to the true preparation of an individual for community college teaching. I believe it is this commitment which has made the JCD-SIU Joint Project what is, to the best of my knowledge, the most outstanding of such projects in the United States today.

JCD Administrator D:

1. Overall value of Project. The project has definitely served its designed purpose--the preparation of professionals for the community college classroom. I consider several of the interns outstanding. The JCD has benefitted directly by the decision of interns to join the staff.

2. Problems with Project. Radical individuals (interns and supervisors) have had too much opportunity to radicalize others through the program and to produce uncreative tension within the district. This has indirectly affected our public support. More emphasis should have been placed upon: (a) selection; (b) acculturation (contra radicalization) of interns and (c) selection of supervisors.

3. Suggestions for Improving Program. The administrator-intern seminars are basically valuable--more emphasis should be placed upon intern appreciation of the value of faculty/administrator teamwork than on reinforcing the contrived faculty/administrator dichotomy.

4. Number of years involved with Project. Three years.

An additional comment or two are appropriate to this evaluation. I mentioned selection above as a procedure to be improved. I should also say that the selection of the Program Director should be commended. I think that his sincere interest, ability, and dedication ..... is more responsible than any other factor for the overall success of the program.....

JCD Administrator E:

Having been associated with the project throughout its duration, I believe that the project was very valuable. It prepared a significant number of teachers, and it broadened the horizons of all who worked with the project.

One of the greatest effects of the project was that it served as a model for several continuing university programs that have incorporated the discipline-education-internship concept.

The only serious problem I could identify was in the selection process. I really don't know what could have been done to avoid selecting an occasional misfit who doesn't really want to teach or has no interest in occupational programs.

In general, the project seemed, through the eyes of this college president, to be a huge success.

JCD Administrator F:

The Ford Internship Program was of value to the interns and to the Junior College District. The interns received the most comprehensive set of experiences possible in such a short period of time. They were given access to the organizational structure in a way that few members of the college community have access. They were exposed to special meetings with staff members to give specific exposure to many of the current problems in the community college movement. There can be little doubt that the interns as a result of this experience had a better understanding of the community college movement generally and the St. Louis District specifically than they could have acquired in any other way. Even full time faculty who have been in the District for some time do not have the opportunity to acquire the insights gained by the interns. The District and its colleges gained by having "outside" viewpoints injected into departmental/divisional meetings and by having questions raised about facets of the operation which sometimes escape close scrutiny by full time staff members.

Difficulties of the Ford internship start with the problem of schooling those on the selection committee initially so that they develop reasonably high admission requirements without being unrealistic. The temptation is to admit only perfect people rather than perfectible people. During the operation of the program there were difficulties occasioned by the variable degrees of supervision provided by the various supervising teachers. Yet, I believe that to structure this more carefully and set down more specific supervisory requirements, would be detrimental to the flexibility that the program enjoyed.

JCD Division Chairman:

I very carefully read this critique. I think you should be most proud of the contribution you have made in pouring into the profession of teaching well-prepared and dedicated people; since a number of my career years were spent in teacher training institutions _____ College and _____ College, I can truthfully say that you did a much better job.

I found the comments which I could pick out referring to this division most helpful. I always appreciate positive statements but significantly enough, it is the negative ones that provoke one to change and

improvement.

I regret that the program is over.

Evaluations by SIU Administrators and Faculty

Dr. Ronald W. Stadt, Chairman, Department of Occupational Education:

The CCCIP has had great impact on the direction and production of this Department. Because of contacts with the project director, associate director, district personnel and project participants, staff and other students in Occupational Education (formerly Technical and Industrial Education) have been enlightened in several significant ways. Although the project has come to an end, we continue to use newly established patterns for professional development for occupational education personnel for a variety of post-secondary institutions. The project also caused us to establish an enlightened policy on transferability of occupational credit and on credit for work experience. A rather good flow of people with occupational competence and desire to teach in community colleges has been established and appears to be continuing even though funding has ceased. Further funding would improve the quality and quantity of our effort but the "seed" features of CCCIP have been realized in extra measure.

This department is especially pleased with a number of the CCCIP graduates who have begun careers in community colleges. The rewards to them and their students will be felt for a long time. Some are already sending their own graduates to our B. S. program. Other institutions would do well to emulate the cooperative procedures which were employed by District and SIU personnel to assure the success of the CCCIP.

Dr. John E. King, Chairman and Professor, Higher Education:

It has been my privilege to observe the CCCIP program during the period of its support on this campus through the Ford Foundation grant.

I am most enthusiastic about this program. It has been well planned and carefully administered. The cooperation from various academic units on the Carbondale campus has developed a lasting relationship necessary in the pre-service preparation of community college teachers.

The administrative support given the program by Chancellors MacVicar and Layer and by Dean Clark and President Cosand of St. Louis Junior College District show that the value of the program was appreciated.

The dissertation with which you and I are familiar indicated some real value perceived by the CCCIP internees.

It is my belief that this program was extremely successful and that it should be continued.

It seems to me that the program indicates that the master's is a very good degree for preparing pre-service community college teachers. It also seems to indicate that strong subject courses, a professional core, an internship on a community college campus, and a research paper or thesis are necessary components in a pre-service program to prepare community college teachers.

Dr. Willis E. Malone, Executive Vice President, SIU:

While my involvement in the program has been limited to administrative matters, my judgment is that this project has proved to be a most valuable one both from the standpoint of the University and from the standpoint of the Junior College District. The interns have worked in a number of departments on the campus and almost without exception I have had most favorable comments from the chairmen of those departments about the contributions that these individuals have made. I am sure that this experience will mean that these individuals will contribute in a most significant way in their future assignments. I believe the local leadership for this project has been very effective and I would hope that we may have other opportunities to work with the Ford Foundation in similar projects.

Doctoral Study Evaluation of Internship

A doctoral dissertation carried out by Ronald M. Hutkin at SIU Carbondale assessed the worth of the internship experience, based upon the perceptions of the supervising teachers and of the 99 interns who had completed the program at that time (through Spring, 1970). The various aspects of the internship experience were generally rated quite high by most participants. (An abstract of Dr. Hutkin's study is included in Appendix IV of this report.)

SIU Master's Program and JCD Internship

The Master of Science in Education degree program developed in the department of Higher Education for the preparation of community or junior college teachers met a need of the Project and of SIU. To succeed, the master's program required the development of working relationships between the Higher Education department and various subject-area departments of the University, since a major portion of the course work was in the student's teaching field. Generally speaking, these relationships were viable ones and apparently will continue.

The required internship program in St. Louis for the SIU participants in the Project earned for each student 12 quarter hours of credit toward the M.S. Ed. degree in the Higher Education department (SIU Carbondale), through the course number of Higher Education 523a in that department. Those who took their master's degree in some other department were still required to take the internship for credit even if the 12 quarter hours were in addition to the other requirements of the program.

One of the results of this excellent internship experience is that it serves as a basis for trying to work out similar arrangements with other community colleges, in addition to continuing them with the JCD.

The M. S. Ed. degree program in the Higher Education department provides basic preparation for community college teaching even if internships can not always be implemented. Certain Higher Education courses have replaced the internship experience in the case of non-Project students during the past four years, since only the Project students could be served by the internship in St. Louis. Even though these courses are a relatively acceptable substitute, a good internship will always

be a richer experience than any group of courses replacing it.

One of the most rewarding aspects of the Project and of the Higher Education department's master's program was the opportunity afforded to the associate director of the Project to "bet" on some candidates who had marginal undergraduate records which made them unacceptable in the master's programs in certain other departments. Yet, a high percentage of these succeeded in completing the master's degree in Higher Education, which included acceptable work in the subject-area departmental courses (totalling 60% of the program), in acceptable research paper in the subject-area, and the passing of a committee oral examination participated in by a representative of the subject-area department.

In some instances, after "proving" themselves in the Higher Education master's program for one or more quarters, previously unacceptable students were then allowed to transfer into the subject-area departments' master's programs, which they successfully completed. Rather than viewing this type of situation as a "slap" at the Higher Education master's program, the Project associate director (who was also these students' graduate adviser in the Higher Education department) regarded such transfers simply as vindication of his original belief that most of the CCCIP students could have succeeded in the subject-area departmental programs to begin with, if they had been given the opportunity.

In other words, in one man's opinion there is generally too much value placed upon the undergraduate gradepoint average as a basic screening device for admission to master's programs. It would be far better for graduate schools and departments to give considerably more attention to an applicant's current maturity, experience,

motivation, and potential than to use the undergraduate GPA as almost the "end-all and be-all" in acting upon his application for admission to graduate work. At any rate, one person is grateful for having had the opportunity to prove to his own satisfaction that a lot of faith can be placed in the mature, highly motivated individual to succeed in a program of this kind and to become an effective community college teacher -- even with an unimpressive undergraduate gradepoint average.

Graduate Teaching Assistantships at SIU

The teaching assistantship at SIU was a good experience for most from the standpoint of class preparation and teaching. However, in some cases it was a disturbing experience because of the attitude toward students displayed by some university professors and some non-Project teaching assistants -- an attitude of callousness or indifference to students and a "weed 'em out" approach which is foreign to generally accepted community college philosophy. Fortunately, this was not the prevailing experience of the Project teaching assistants.

Stipends

The teaching assistantship pay while on campus at SIU and the internship stipend at the JCD were essential to the success of the Project. Because of the length of time required and the continually rising cost of higher education, the great majority of participants simply could not have undertaken the program without such financial aid. And this is the basic problem in being able to continue a good master's program which includes an internship in a community college: the need for funding to provide financial assistance to students (preferably on the basis of service rendered as teaching assistants and as interns).

The Problem of Accepting Students at the Associate Degree Level

One aspect of the CCCIP was admission of students newly graduated with associate degrees from community colleges or technical institutes, who gave promise of becoming good teachers for such institutions. The purpose was to see these students through the master's degree at SIU and the internship at the JCD, and thus to prepare them for the educational job market. Unfortunately, this plan proved itself to be largely impracticable for several reasons:

1. There was no built-in financial aid to these students, except the difference between in-state and out-of-state tuition for non-Illinois residents.

2. The time-span was too long from associate degree through master's degree for any students to complete the program during the period of the CCCIP. Most had to work part-time and in summers in order to stay in school, and had to carry reduced academic loads, thus spreading their programs over a longer-than-usual time span. In spite of this problem, some did persist through the bachelor's program, and a very few will be in master's programs in 1971-72 -- but too late for the CCCIP experience. If a new source of support is identified, these students, as well as others who have not yet completed the full CCCIP program, will be given priority in the application procedure for the Project continuation.

3. The need for good work experience is a prerequisite to the employment of occupational teachers for community colleges and technical institutes. Students such as those described here have little opportunity to gain such experience during the bachelor's and master's degree programs, except on a limited part-time basis and usually at the "bottom" of the work hierarchy. For this reason, one of the best sources of recruitment for a preparation program for community college and technical institute teaching is the older person in industry or business who already has the necessary work experience and is now motivated to teach. However, this same person normally has family and economic responsibilities and must have financial support to carry through with a master's program.

4. With the younger, normal-age associate degree graduates, there is the real possibility that many will change their goal during the program

> and will not carry through to community college or technical institute teaching. This "change of heart" can occur because of discouragement over the length of the program, because of financial problems, because of previously not having given careful enough attention to the meaning of teaching as a lifetime career, or because new interests have come into their lives.

In short, on the basis of the CCCIP experience the associate director of this Project, while sympathethizing with the idea of early identification and preparation of potential teachers, does not believe the plan can work very well without sufficient financial aid to students and without provision of much faculty time to supervise and work individually with such students throughout their program. And yet, a few fine prospects from the associate degree group in the CCCIP may yet be employed as teachers in two-year institutions within the next two or three years.

Accomplishments

As of June 30, 1971, one hundred forty-eight (148) individuals had been admitted to the Project, of whom 33 had withdrawn, leaving a total of 115. (Fourteen of the 115 were not able to intern because they were admitted at the associate degree level and were not far enough advanced in their program to be scheduled for the internship.) One person withdrew during the internship, and one who had completed the internship is deceased. Thus, 99 individuals representing Southern Illinois University completed the internship and are employed or eligible for employment. See Appendix V.

During the fiscal year, 1970-71, teaching assistantships at SIU were performed by 40 Project students for a total of 66 quarters. Of these, nine students were at SIU Edwardsville, and 31 were at SIU Carbondale, with the respective numbers of teaching assistantship quarters being 18 and 48. During the five years

of the Project a total of 82 graduate students completed one or more quarters of teaching assistantship for a combined total of 219 quarters -- an average of approximately 2.7 quarters each for those receiving this form of financial support. See Appendix VI.

Evaluation and Conclusions by the Associate Director

This Project provided unique opportunity for cooperation between a university in one state and a junior college district more than 100 miles away in another state. Although some people expressed doubt that such relationship could survive, with the Project director employed at the junior college district and the associate director at the university (instead of the other way around), the results indicate that the plan worked quite well in this case. That is not to say that there were not differences of opinion -- sometimes quite vigorously espoused and defended. But where there is basic agreement philosophically and a strong mutual desire to reach the goals that have been set -- and, perhaps most of all, good will between the two parties -- differences can be resolved and Project objectives achieved, as demonstrated in this instance.

In general, this program has been highly successful in nearly every respect, as attested by the various data presented in this final report. Significant numbers of both types of interns (Pre-service and SIU) completed the program and are now employed in appropriate educational work. Several others who have interned are in process of finishing their master's degree work (usually the completion of the research paper), while employed part- or full-time in educational or other types of work.

A master's program was developed in 1967 in the department of Higher Education (SIU Carbondale) for the preparation of community or junior college teachers, and was designed to serve students in the CCCIP, as well as others. This master's program provides a continuing means of preparing teachers for the two-year institutions. Since the subject-area concentration comprises 60% or more of the required course work, a good working relationship between the subject-area departments and the department of Higher Education is essential. Such a relationship has been established with faculty members in many departments of the university, with generally beneficial results (although candor dictates the admission that the millennium has not yet arrived to provide a completely open bridge between "Education" and "Liberal Arts," even at SIU!).

Director's Conclusions and Evaluation of the Project

The Problem

Fragmentation is a word that has taken on added meaning for me since I became involved with the Ford teaching internship project. At the time of my first meeting with Dr. Cosand, it was pointed out that one of the big problems confronting the comprehensive community college was fragmentation -- instead of a faculty working together to help students become contributing members of society, there were several: one for college transfer courses, one for occupational education, another for remedial education, etc. He said he hoped that in the internship program the JCD would be used as a laboratory to help overcome such divisiveness and that interns could work with all our faculty and staff as a means of not only gaining insight as to how to be more effective in the classroom, but also in under-

standing the totality of the institution and how it relates to a particular teacher.

The concept of fragmentation was made apparent to me with each group of interns shortly after they started their internship. I am sure that all of them considered their actual teaching assignment in the JCD as an opportunity that would, to say the least, make them "look better on paper." The other aspects of the internship for some were another matter, as indicated in a letter Dr. Tolle received from a former intern.

> .... I enjoy my position at _____ very much. After teaching here for one year I can reflect on my internship in St. Louis and really see how it has aided me in many of my teaching habits. Although, at the time, some things completed in St. Louis seemed a little remote, they have now proven to be invaluable....

Occasionally, the comment was heard that preparing for the two classes and attending departmental meetings did not leave sufficient time for anything else -- and besides, as graduate students they had been going to school for a long time and had observed a lot of teachers, and therefore there was not really any need for visiting classes of the JCD faculty. To some, attending various committee meetings of the JCD to learn about the organizational structure was not really relevant to effective classroom teaching. A few held the view that the ideal internship should consist solely of a light teaching load. This view was not limited to interns since there were a few members of the faculty who shared the same view. My problem was obvious -- how to win each intern over to taking advantage of the opportunity to use the whole JCD as a laboratory. The need was to help each intern realize the internship experience could be invaluable personally in gaining insight as to how to become more effective in helping students become contributing members of

society and at the same time enhance prospects for better job opportunities.

The Program

The premise was that the Ford Project for the Preparation of Teachers was an experimental program for the purpose of helping to prepare more effective teachers for community colleges and technical institutes and that if we didn't try some different approaches there would be no point in having the project. Certainly, it was agreed that teaching and the contact with the students was of first importance but that, in addition, there was an advantage for interns in having the opportunity for access to the three colleges of the JCD. Interns were to make their own contacts with JCD faculty, staff, and students for the purpose of gaining useful information. There were no edicts as to what ideas to adapt -- interns had the right to accept or reject.

It was necessary in planning a program to provide flexibility for every intern, since each differed in academic background, work experience, age, and career goal. At the beginning of the internship program, the interns were briefed on some of the various possibilities for the semester. Then they had the responsibility for working out their own individual "self development plans" for the internship. The emphasis was on getting involved in those activities that they felt would help them to increase their effectiveness in assisting students to become contributing members of society.

I found as time went on with the experience that was gained in working with successive groups of interns that some structuring of the program enhanced the likelihood of interns' achieving the goals of the project. As a result, a number of

activities were developed during the life of the project to encourage the use of the JCD as a laboratory. Each semester these activities were subjected to the critiques of the interns, their supervisors, and their division and department chairmen. I suggested that interns approach these activities something like a smorgasbord -- sample everything but give each a fair trial and then feel free to continue beyond that point as long as they felt they were gaining benefits that were important to them from the standpoint of their career goals.

By the time the fourth or fifth group of interns had completed the internship, the idea of requiring interns to prepare their own individual "self development plans" was dropped. Most of the interns indicated that they felt the interns shown on the "Monthly Progress Reports) served as a satisfactory basis on which to proceed. (See Appendix VII.) However, the option was left so that any intern who had other ideas as to how he might better spend his time could do so as long as they were compatible with the goals of the project.

Class and Teacher Visitations

The opportunity to converse with and observe classes of experienced community college teachers is important to any internship program and especially in the JCD with its three colleges and three different student bodies. It provided Ford Interns with a unique opportunity for getting ideas regarding teaching that they might wish to try in their own classes.

Interns decided individually whom they were to visit and when, although each intern was provided with several pages of suggestions (Appendix VIII). They were to include, however, teachers in their own discipline as well as teachers

in remedial work and the various academic and occupational areas. The purpose was two-fold -- to obtain ideas about reaching students and to develop more empathy toward persons in other disciplines, to the end that they might work more effectively together. Appendix IX shows some of the comments of interns that were included in their Monthly Progress Reports.

Once interns got involved, most of them considered the opportunity to visit classes and confer with JCD faculty members and staff an important benefit of the program that should not be changed. An examination of the few unfavorable reactions to class visitations showed that in most cases the intern had made very few contacts and had not visited some of the better teachers in the JCD.

It was interesting to observe that the typical intern seemed to have an in-born instinct to favor the straight lecture approach in teaching, with little or no opportunity for student participation. We tried to broaden his options as to teaching methods through contact with JCD faculty and the JCD Instructional Resources (IR). One special project of the interns, for example, was to make an audio-tape of a unit of instruction and then have it placed on the dial-access system for their students to use. Many interns told me that they probably would not have tried this or some of the other IR approaches if it had not been for the internship. The rewards came when interns would tell me later how the ideas they had used helped to improve their instruction. (Appendix X)

Special Projects

Video tapes and student evaluations were used as a means of helping interns get ideas as to how to improve their teaching. Interns could decide when and what

part of their classes were to be taped. As to critiquing the video tape, the only requirement was that each intern view his own tape; if he wanted to, he could also invite others in for their suggestions. Appendix XI includes two interns' critiques of the project. A student evaluation of teaching form was developed during the project and was to be used by each intern with at least one of his two classes. (See Appendix XII) If they preferred, they could try an evaluation form of their choice with their other class.

In general, most interns were apprehensive about using the student evaluation forms and making a video tape of their teaching. However, after completing these two projects, most interns found them helpful and were glad they were included in the project. Furthermore, many of them indicated that they plan to continue using such techniques to further improve their teaching after they start teaching full time.

Based on my experience in working with intern teachers, I found that they tend to place more emphasis on subject matter for the sake of subject matter than how it may relate to the career goals of individual students. Intern teachers in the academic areas, particularly, had little understanding of how their disciplines are used by persons in the various occupational areas. Project activities were developed to a greater understanding and appreciation of routes to success other than a bachelor's degree by helping the intern get acquainted with each of the JCD general classifications of occupational programs. Field assignments were another approach to this same problem. In this case, instead of using the JCD as a laboratory, the interns went out into the community. Appendix XIII provides two

examples of such projects. The purpose was for each intern to gain a better understanding of how to make his discipline more relevant. These visitations and assignments presented me with the most resistance from interns and are areas in which I would like to have been more successful.

Another special project for interns was what we referred to as student learning problems. Each intern was to select at least one student in one of his classes whom he considered to have a learning problem. Then by using the resources of the college, which include counselors, admission office, and various faculty members of their choice as inputs, the interns were to decide on and implement a plan for helping the students to overcome their learning problems. Attitudes on this project ranged from, "Why only one?" to "This is not a teacher's job." However, most of the interns reacted favorably to this project, and some of their success stories were very inspirational. (Appendix XIV)

Teaching Assignment

The climax of the internship was of course the teaching assignment. Here the interns had the opportunity of drawing on the expertise of experienced JCD faculty members for ideas regarding the selection, organization, and presentation of subject matter, as well as evaluating students and themselves. I received many fine compliments from interns regarding the help they received from their supervising teachers, department heads, division chairmen, and the JCD faculty and staff.

It was in the classroom where interns had the opportunity to try out their ideas or the ideas they had gained from their contacts with JCD faculty as to more effective ways of teaching. Thanks should be extended especially to the many

dedicated supervisors who were successful in helping their interns develop into more effective teachers.

The time allocation of 40% the normal teaching load was viewed by most interns as being just about right and still allowed sufficient time for the other aspects of the internship. I should mention, however, that I had a number of interns who thought that their schedule was a bit over-taxing and a few others who said they would have liked to have had a greater teaching load in preference to using the JCD as a laboratory.

I found the best way to handle the matter of supervisory teacher orientation was to schedule a number of meetings at each college at the beginning of each semester. Participants included division chairmen, supervisors, and interns. The agenda covered program objectives and the role of division faculty. Briefly stated, the charge to supervising teachers was to help their interns develop into more effective teachers, although the extent of each supervisor's involvement in the project varied considerably. Some were very interested in the whole program, others were less so.

Three important functions of supervisors included:

1. Serving as a consultant to Interns regarding the selection, organization, and presentation of subject matter.

2. Providing advice and counsel regarding preparation of tests and the grading of students.

3. Observing and critiquing Interns' classroom teaching at least once each month.

Then, in addition, any assistance supervisors could provide in the following areas would be appreciated:

1. Helping Interns make the necessary contacts for visiting the various types of meetings and classes.

2. Counseling Interns regarding special projects they might become involved in to help them overcome weaknesses as a teacher.

I tried to encourage the idea with division chairmen and supervisors that we were all in this together and that, therefore, I would like to work with all involved.

Another type of special project was one in which interns could select topics of their choice for investigation. The emphasis was on talking to people, not literature searches. They liked this because it provided a variety of options. Interns could undertake any project involving the use of the JCD or the community as a laboratory that would be compatible with their career goals. Frequently, the projects involved the preparation of audio-visual aids for classroom teaching or comparing the courses and departments pertaining to their disciplines at the three colleges of the JCD. Appendix XV includes a list of suggestions to stimulate intern ideas and also several examples of "Choice" special projects completed by interns.

Committee Meetings

The typical intern seemed to have a natural antipathy toward administrators and counselors when he entered the program. To help overcome this form of divisiveness, part of the internship program dealt with acquainting interns with the organizational structure of the JCD. Interns had the opportunity to sit in on regularly scheduled committee meetings. They included the highest level meetings of the District and those of each of the three colleges. (Appendix XVI.) Interns did not attend these meetings as a group; they could decide individually which session of

a meeting would have the most meaning for them.

Initially, most interns were not enthusiastic about attending committee meetings. However, Dr. Cosand's idea was that, if beginning teachers had a better understanding of how to use the organizational structure to implement changes affecting their areas of responsibility, it could have a salutary effect in helping to overcome some of the causes of fragmentation. One intern's views concerning this part of the program were:

> Probably, the most far-reaching benefit of the program is the fact that it served to trounce certain prejudices. Each of us, I feel, saw at least one bias shed away.
>
> For myself, I'd say that my view of a school administrator changed considerably ..... This might sound odd, but I was most impressed with the democracy and concern manifested in the meetings at various levels which I attended throughout the district. I had not been familiar with democratic meetings, since I am much more accustomed to the organization wherein the voting body acts as a rubber stamp for the clique in power and the organization which is chronically rent by factionalism. Perhaps I am naive, or simply ignorant, but I detected virtually no pettiness and dissention among the organizations of the JCD. Each of the organizations I surveyed was concerned with the preservation and betterment of the school; that amazed me, again, because I had been used to organizational meetings which are battlegrounds for personal interest. Thus, at this writing, though I can no longer graph exactly which group does what, I do carry with me the picture of intensely concerned and competent people acting in a democratic manner.
>
> The greatest tool of the JCD administrators is their maintenance of open lines of communication. For example, if Joe Cosand were the only person who could answer a certain question of mine, I would not hesitate to go to him. This sort of natural communication and inter-involvement, I think, is the keystone to the dynamism of the JCD administration at all levels.

In addition, the committee meetings provided interns with the opportunity to gain a better understanding of the various committee functions, the overall

organizational structure of the school, as well as factors that contribute to the success of a meeting, such as a well thought out agenda, and the communication skills of the chairman.

Reactions to attending committee meetings were similar to the reactions to most of the other phases of the internship from the standpoint that most of the interns who attended the minimum number of meetings indicated that they were a worthwhile experience. Some went far beyond the minimum requirements. The few who were not favorable to this phase of the internship, it is interesting to note, in most cases had attended very few meetings. See Appendix XVII for comments interns recorded in their Monthly Progress Reports on committee meetings.

Course Work

There were four requirements for participation in the Ford Project. They included a committment for teaching in two year post-high school programs, participating in the JCD one semester teaching internship program, and taking two courses. One course was on the comprehensive community college. It was taught at SIU primarily by Dr. D. J. Tolle of Carbondale and Drs. H. Boss and G. Goodwin of Edwardsville. The second course dealt with technical education and could be taken at either SIU or the JCD. The JCD instructor for the course on an extension basis from SIU was Mr. R. Stith, President of Florissant Valley Community College. Most of the interns elected to take the course while interning in the JCD.

Unfortunately, the interns were confronted with a scheduling handicap. The original schedule called for the interns to meet two days a week for a two-hour seminar, in addition to Mr. Stith's technical education course. This was later

changed, at the interns'request, so that both the seminar and the technical education class were scheduled on a rotational basis at the three colleges of the JCD. The purpose was to reduce the interns' expense and time required for traveling the 15-20 miles between campuses. This meant that the seminars, allowing time for breaks and lunch, started at 9:00 a.m. and continued until 3:00 p.m. Since Mr. Stith's class ran from 3:30 to 6:30 p.m., it made a long day for the interns.

Status of Interns

The value of the visitations, special projects, and attendance at committee meetings was strictly dependent upon the initiative and attitude of each individual intern. Those who got involved benefitted from the unique situation the internship provided. Interns were encouraged to feel that the title, "intern," did not reflect a lack of ability or potential on the part of the participant, but rather that the internship program was a special opportunity made possible by the Ford Foundation to help them develop into more effective teachers. In fact, I had interns tell me that they knew faculty members who said they would have liked to have had a similar opportunity before they started teaching full-time. Since the name, "Ford Intern," was well thought of by most JCD faculty and staff, it provided a ready entree for interns in making contacts with JCD faculty and staff. An added benefit of being a Ford Intern was that a person could feel more free to ask, in the name of the internship, the questions that were important to them that they might otherwise be reluctant to ask as full-time faculty members.

Seminars

Although I cannot be certain as to the extent of each intern's involvement

in visitations, special projects, and committee meetings, I believe there were quite a number who went far beyond the call of duty. Others needed more motivation, and this is where the seminars contributed to the program. They provided me with a one-day-a-week contact with all interns from 9:00 a.m. to 3:00 p.m. and, as a result, I had the opportunity of gaining a better understanding of each intern.

The purpose of the seminars was to make certain that each intern did indeed get the "big picture" of the comprehensive community college. This involved inviting faculty, administrators, and students to come in and talk informally with interns about their roles in the JCD. They were asked not to prepare formal speeches, but rather to share with the interns the experiences they had in the JCD that they thought would be helpful to a beginning teacher. The emphasis was on experiences they found to be important in their role, and not on the theoretical. In these sessions, interns were to have the opportunity to ask the resource person questions regarding the subject for discussion.

Topics for seminar discussions are shown in Appendix XVIII. In general, they dealt with:

Teaching
Programs
Organization
Functions

In addition to the information provided by resource people regarding their roles, programs, or ideas, there were a number of other benefits resulting from the seminars. One was the interns' making contact with the resource person. In the course of a semester, interns would have the opportunity to converse with over 100

JCD seminar resource people. They included cross sections of all JCD faculty and administrators, and on the basis of these contacts some interns would continue them on an individual basis.

Other benefits from seminars included ideas on communication (adding interest to District and College committee meetings by knowing some of the participants) and the opportunity to have dialogue with faculty, coordinators, deans, and college presidents.

Equally important to the other benefits of the internship is one that I didn't fully appreciate at the beginning of the project. It was the contacts that interns of different disciplines had with one another. Although we had as many as 29 interns in a group, there were, in most cases, not more than one intern in a specific discipline assigned to any one college at a time. I felt that the association of interns with one another enhanced their appreciation for the various disciplines represented. To me, this interdisciplinary contact is a "must" for any community college teaching internship program. It is vital in helping to break down the divisiveness of people in the various disciplines. One intern expressed this point of view in his critique:

> ....Of equal, if not greater, importance are the favorable attitudes that developed in any given intern toward people of other disciplines. Before I began the internship, for example, I had been quite content with the stereotype of the auto technology teacher as a grease monkey in a white collar--and why not? I had never had to deal with the auto tech teacher before, never had the opportunity to meet him socially and find out that he, too, had a vision of the good and creative ideas about how things could be done. I know that I helped to rupture a certain myth--just by being myself. English teachers are not a well-loved breed, but because they came to know me, the English teacher haters among the interns came to realize that I was not a dubiously

> sexed didactic snob--the image that most people get when they think of English teachers.....

Occasionally, part of the seminar time would be used for what interns called "skull" or "GT" (group therapy) sessions. During these times, resource persons would not be used. It was a closed time for the interns to air their problems, progress, and findings. I found these sessions helpful in making improvements in the program and would use them again although, beyond a certain point, they appeared to me to produce diminishing returns.

Intern involvement in seminars included some group planning. The opportunity for the detailed planning, arranging and chairing the meetings was provided on an individual and small group basis.

One of the most frequent suggestions of interns regarding seminars was that after the resource persons left, time should be allocated interns for a closed session to critique the resource person's presentation. My reaction to this idea was that it would be interesting to do, but from a practical standpoint I have found that most persons would prefer to be present when their ideas were being discussed and would be reluctant to participate under other conditions. Furthermore, all the resource people who participated gave their time and as Director of the Project, I valued their contributions to the seminars.

During the five years the project ran, I am sure that the resource people who participated in the seminars numbered several hundred different persons. Everyone involved was most cooperative and helpful. Although individual interns liked some seminars better than others, each resource person provided information that could

help interns be more effective as two-year post-high school teachers. The contribution of these persons is appreciated. Comments of other interns regarding the seminars are shown in Appendix XIX.

The seminars were scheduled from 9:00 a.m. to 3:00 p.m. in one hour blocks with half-hour breaks in between. At noon an hour was taken for lunch. These breaks provided an opportunity for interns to develop contacts and exchange ideas with each other on a more informal basis.

Evaluation of Interns

Evaluation of the interns' teaching was a key aspect from the beginning of the Ford Internship program. It included regular evaluations by supervising teachers and division chairmen. In addition, each intern was encouraged to develop a variety of other inputs regarding his performance so that he would be in a better position to determine what courses of action would be best to improve his teaching. The objective was for each intern to develop a motivation for self-appraisal that would provide a continuing means for self-renewal as a full-time teacher.

Supervising teachers prepared monthly evaluations of their interns which they would review with their interns before sending them on to me. I used these evaluations as another means of determining whether an intern was progressing satisfactorily. If the intern was having difficulty, the division and department chairmen, supervisor, and I would meet to review the situation so that each of us could be more effective in trying to help the intern.

To provide still another source of ideas for interns, I had two conferences with each intern during the semester. One was about a quarter of the way through

the semester, and the other was at mid-semester. During the last month of the internship I also made a point to arrange a visit to a class of each intern, after which we could critique the presentation.

Selection Procedures

Interns were selected by means of multiple interviews. At SIU the candidate was required to have the endorsement of the academic department and the Associate Director of the project, Dr. Tolle. In the JCD each candidate was normally scheduled to visit all three colleges. He would be interviewed by a dean or associate dean of instruction and the division chairman and faculty in his discipline. In addition, I normally would spend an hour briefing the candidate on the purpose of the internship and what was expected of interns. Division chairmen were not required to take a particular candidate as an intern against their wishes. As a result, ordinarily if a candidate was acceptable to the persons in the discipline at more than one campus, we would try to give the intern his first choice of those possibilities as his assignment.

I believe our selection procedure enabled every candidate to understand clearly, before he was accepted, what the goals of the project were and what was expected of interns. Despite this orientation, I believe we accepted a few persons as interns who were really more interested in the teaching assistantships at SIU and part-time teaching positions in the JCD than in the internship program. In my opinion, it would have been preferable to have had more candidates to select from and also a better balance of disciplines to select from.

Placement

Since the goal of the Ford project was not to help train more effective teachers specifically for the JCD, one of the selection criterion for a person to participate in the internship was a willingness to relocate afterwards. To this end, a packet of information was developed each semester to distribute to over 900 comprehensive community colleges and technical institutes throughout the country. It included a directory of persons who were completing internships, along with the type of information that would enable a division chairman or dean to determine whether he was interested in contacting the intern regarding possible employment. Appendix XX shows a copy of the press release used in one mailing. We are appreciative of the interest and cooperation shown by the many persons who responded. As a result, individuals who completed the Ford program are scattered over the U. S.

Organizational

I have to agree with a statement one intern made in his critique of the internship program. He said, "To a great extent the program was what the intern made." It's true that all we could do was to encourage each intern to take full advantage of the opportunities provided in the internship. Some interns did this, and I know they did work very hard. Others completed the minimum requirements outlined for the program. A few did less. But as another intern indicated, the program was so structured that the intern got the "big picture" of the comprehensive community college whether he wanted it or not. I hope this was true, because it is vital if faculty members are to see the objectives of the total institution instead of developing a divisiveness by department or type of educational program.

Part of any success that was achieved in this project was due to the soundness of the thinking of those involved in the original planning. (See Appendix XXI.) In this case, since their basic plan was used throughout the project, I think it is a tribute to the thinking that went into the original plan. It provided a variety of approaches for interns to use in getting at the totality of the community college. This was important because no two interns necessarily had the same evaluation for the same thing. Part of this divergent opinion was due to the heterogeneity of the interns. In any one group of interns the ages could range from the early twenties into the early fifties--students right out of graduate school to persons who had worked twenty years or so in business or industry.

Based on our experience, I would recommend that a counselor and an instructional resources person be included with each group of teaching interns. The two who were accepted as interns contributed to their group's experience.

My main contacts with the colleges were the three Deans of Instruction. They formed the JCD advisory committee for the project and were the persons I worked with when I encountered problems at a particular college. In matters pertaining to individual interns--the division chairmen, the supervisors, and I were free to contact one another directly, a fact which was very important and contributed much to the project.

Appreciation

This project meant a great deal to me because it did help interns to develop into more effective teachers who better understood how their contribution helped to fulfill the philosophy of the comprehensive community college. I would like

to express my appreciation to all who contributed to its success. They include hundreds of JCD faculty and staff who worked with interns such as supervisors, division chairmen, faculty whose classes interns visited, committee members, Instructional Resources Center, counselors, and seminar resource people. They include the Deans of Instruction and Presidents of the three Colleges, as well as Dr. J. P. Cosand, President of The Junior College District of St. Louis-St. Louis County, whose support made the internship possible. They include Dr. D. J. Tolle, Associate Director of the Project at SIU, the 143 interns, and finally the Ford Foundation which supplied the funds that made the whole thing possible.

The Future of the Project

The Junior College District of St. Louis-St. Louis County, Missouri

Although our efforts to secure funds to continue the concept of the JCD-SIU Ford Teaching Internship program have thus far been unsuccessful, the concept of an internship as a means of helping to prepare more effective teachers for community colleges and technical institutes has not died. Interest in the Ford project was widespread. We received inquiries for information from investigators for government research grants and from community college and university people throughout the United States during the last five years. We also had persons coming to St. Louis and Carbondale for more detailed information on what we were doing. In addition, Dr. Tolle and I were invited to speak to various groups about the Ford Project.

The status of The Junior College District of St. Louis-St. Louis County

prevents it from going unnoticed by the universities as an ideal institution for teaching internships. As a result, internships have been provided a few persons attending universities in the local area as well as universities 500 or 600 miles away. More recently, with E.P.D.A. grants, universities have been able to attract more graduate students for internships, a fact which has resulted in more requests to the JCD for the provision of internship experiences.

Southern Illinois University

Efforts are being made at SIU to obtain a Federal grant to continue the Community College Cooperative Internship Program. Although one grant proposal (EPDA) in cooperation with the JCD has been rejected, another has been submitted by the SIU Carbondale Department of Higher Education involving a consortium of SIU Carbondale and a group of junior colleges including five in Southern Illinois and the JCD. Decision on this proposal is expected in December, 1971. With or without grant support, SIU Carbondale will persistently seek ways of working with community colleges for the better preparation of teachers and other personnel. The experience of the Community College Cooperative Internship Program, including development of a master's program in the Department of Higher Education giving special attention to the preparation of community or junior college teachers, has provided SIU with an effective base for the continued preparation of community college personnel.

Suggestions for Further Study

1. Comparisons of former interns' performance ratings as full-time faculty members with other members of the faculty.

2. Appraisal of and suggestions for improving the internship, by former interns after they have had a number of full-time teaching experiences.

3. Employment histories of former interns and their compatibility with the goals of the internship program.

4. Appraisal of the internship program by the division chairmen and deans of instruction at the institutions where former interns are employed.

5. Comparison of former interns' teaching performance as full-time faculty members with their performance as interns.

6. Comparison of former interns' teaching performance with internship interview selection appraisals.

7. A study devoted to the development of an in-service education course for staff members of a junior college who are interested in serving as supervising teachers in an internship program.

NUMBERS OF INTERNS & THEIR DISCIPLINES

January 1967 - June 1971
Up-Dated Thru Fall 1970

Occupational Areas	PRE-SERVICE INTERNS 5th year of Program	Cumulative Quota	Cumulative Actual	S.I.U. INTERNS 5th year of Program	Cumulative Quota	Cumulative Actual
Business Related						
Accounting			1	1		1
Administration			1			4
Art			2	2		2
Data Processing			2	1		1
Hotel/Restaurant			3	2		2
Retailing				1		2
Secretarial				1		2
Engineering Related						
Architecture				1		1
Auto Technology				1		3
Aviation						1
Civil				1		1
Electronics			5	1		6
Graphics				1		6
Industrial				1		2
Mechanics			6	2		5
Health Related						
Dental Hygiene			1			1
Medical Lab						1
Nursing			6			1
Other						
Home Economics				2		7
Horticulture			1	1		1
Law Enforcement						
Sub Total		10	28	19	50	50

APPENDIX I

48

NUMBERS OF INTERNS & THEIR DISCIPLINES

January 1967 - June 1971

Up-Dated Thru Fall 1970

Academic Subject Areas	PRE-SERVICE INTERNS 5th year of Program	PRE-SERVICE INTERNS Cumulative Quota	PRE-SERVICE INTERNS Cumulative Actual	S.I.U. INTERNS 5th year of Program	S.I.U. INTERNS Cumulative Quota	S.I.U. INTERNS Cumulative Actual
Biological Sciences			1	2		7
English & Speech			3	4		6
Mathematics			1			4
Physical Sciences			6	4		8
Social Sciences (incl. Economics and Psychology)			3	9		19
Other						
Developmental			1	4		4
Instructional Resources				1		1
Counseling				1		1
Sub-Totals		10	15	25	50	50
Totals	0	20	43	44	100	100

	Quota	Actual	Quota/Actual Achieved
Combined Totals	120	143	119%

EXCERPTS
From Ford Project Critiques by Interns, Supervisors & Division Chairmen
Regarding Their Overall Evaluation of the Internship

Interns' Critiques

Intern A

1. Though I realize it is neither temporally nor economically feasible, it would be ideal if the Ford Intern could attend all the Seminars and meetings, make classroom visitations and have conferences on program orientation before he ever sets foot in the classroom as a teaching intern. So many times my feeling was "If I had only seen, or thought, or known about this earlier during the semester." However, I cannot think of anything in the program which will not directly benefit the future teacher in a comprehensive community college (except, perhaps, the time devoted to writing reports). Even the trials and tribulations of trying to use AV facilities at _____ can prepare one for what he may have to cope with in a community college which may not be quite the caliber of the St. Louis JCD.

2. Being a Ford Intern is analagous to having a master key to the JCD. Everyone is willing to help and seems to have some understanding and much respect for the program. While all Interns gripe at some of the required meetings, etc., I believe that even the things I griped about I will find beneficial to a teaching career. The Ford Intern gets around to all three of the JCD colleges, something which most regular faculty members do not have time to do. Several have expressed their envy of the Interns in this respect.

Supervisory Critiques

Supervisor

1. The best part of the program is the experiential aspect of the program whereby the interns get a chance to work with the experienced teachers, observe and work with them. This is an advantage over any courses they would take regarding teaching.

2. The aspect of the program that could be improved: the interns sometimes seem to be so involved in seminar activities that they are prohibited from taking part in campus activities that would be an advantage for them to take part in.

Division or Department Chairman

1. The screening process for selecting Ford Interns seems to be a very good one. The three interns we had this semester ranked high in most respects. The fact that we hired two of them and would probably have hired the third one if he had been available attests to our estimation of them.

2. I believe the method of evaluation could stand a little improvement. I think perhaps if the supervising teacher does the grading at the periods designated and the division chairman keeps close to the situation that there

Interns Interns' Critiques

A, continued

3. Because of the program and its scope the Ford Intern is much better equipped to be an effective teacher in a comprehensive community college than are most teachers embarking on this sort of career. I am most grateful that I was able to participate in the program. It was a great deal of work--I really burned the midnight oil, but enjoyed it and had the added bonus of losing ten superfluous pounds during the semester.

B 1. It has been a wonderful experience to have taken part in this program. Most of the time I felt overworked, underpaid, and weary--but I wouldn't have missed out on any part of it. Even now, there are still teachers I want to visit and consult. They have so much to offer and have offered it so willingly. I have discussed our intern program with other teachers who have had no similar training, and they say enviously, "I certainly wish I could have been in such a program before I started to teach." For myself, I certainly wouldn't have wanted to make the transition from business into teaching without it-- in fact, I'm sure I

Supervisory Critiques

Division or Department Chairman, continued

would be no need for the division chairman to evaluate as frequently.

3. My door is always open to the interns. They frequent my office. This I appreciate.

4. It is my belief that a better relationship with Audio-Visual Aids is now possible and will continue to improve. I think this was the area of greatest distress this semester.

5. Apparently we will not have interns this semester. This we regret.

6. Continued success in your program.

Supervisor

1. While my involvement this semester was limited strictly to supervising my intern, the Ford program was working well, as always, certainly fulfilling a need for qualified teachers for Junior Colleges. The only improvement, and not really one, is to keep up the excellent work.

Division or Department Chairman

1. In general, the program was good so far as it provided adequate training for potential teachers. The supervisor

Interns Interns' Critiques

B, continued

would have been lost!

2. In a program covering so much, it would be impossible for everything to mesh perfectly; however, I agree with the Dean of Academic Affairs, Dr. _____ , of _____ College, who wrote in his answer to my employment inquiry, "This preparation is the kind that is so desperately needed by faculty members currently teaching in community colleges."

3. If at all possible, I would like to suggest incorporating at least some measure of what we have received into a permanent program. For those junior colleges willing to invest in such a project, I'm sure the returns would justify the capital investment.

E

1. I learned of the Ford program at Forest Park Community College and through the efforts of Uvan Handy I was admitted into the program.

2. The Ford program was optional for me. I wanted to learn as much as possible about being a good instructor at the community college level and the Ford program seemed the best way to do so.

3. The Ford program involved a lot of work but it was all worthwhile and for the benefit of the intern. Some of

Supervisory Critiques

Division or Department Chairman, continued

worked very closely with the intern and I also worked very closely with the intern. I think we provided enough practical experience.

2. I am convinced it is a worthwhile training program but sometimes it is not an adequate recruiting program.

Division or Department Chairman

1. My experience is that the Ford program does find people of high potential for a particular much needed job training and then gives the excellent and effective training for the job to be done. Considering the high qualify of the work and the high percent of success, the cost of your program is low indeed.

Interns	Interns' Critiques	Supervisory Critiques

E, continued

the things might have seemed like a lot of busy-work for some people and maybe even useless to others, but I feel that all of the activities I did in the program were important for me and were all sources of learning for me.

4. I found the Ford program to be one of my more rewarding experiences in life. I feel that I am a better teacher and a better person for having gone through it. I met many people who were eager to help in whatever way they could. I had a good group of students and it is really enjoyable to teach when you have exceptionally good students (not necessarily academically speaking). My enthusiasm for teaching and for the junior college never dampened during the semester but increased as the semester passed.

5. The Ford program is a good training program for anyone interested in teaching at the community college level. It involves a lot of work and time but it's well worth it. Anyone who has the opportunity to be an intern should apply himself to his maximum in order to get all of the benefits of the program. You only get something out of the program if you put a lot into it.

F 1. I feel I can say that the internship has been one of the most valuable and rewarding experiences of my life. The total program, I feel, has better prepared me to

Supervisor

1. For the most part, the internship program has provided

Interns Interns' Critiques

F, continued

go out into the junior college teaching world. I especially feel grateful to my supervisor who often went out of her way to help me. Everyone--administrators, faculty, students--contributed to making the program successful for me. I really do hate to leave; I just wish more could take advantage of this program and I really feel it should be continued.

Supervisory Critiques

Supervisor, Continued

effective preparation of prospective community college instructors. The variety of experiences and assignments enable such persons to relate with faculty, students, and administrators in both teaching and professional activities.

2. It appears that the program is largely concerned with preparing personnel for currently offered programs in community colleges and little consideration is given to preparing personnel for new and developing curricula.

3. Prejudice exists in the selection of potential interns for the program. In particular, women, especially married women, are discriminated against in the selection process. This is most unfair, especially since the ratio of men to women faculty in community colleges is already so high as to be disproportionate. If the selection criteria imply such discrimination, the criteria are in clear violation of the Civil Rights Act of 1964.

G 1. This program has been nothing but great in my opinion. The program has provided a period of transition between industry and full-time community college teaching whereby helpful guidance from supervising teachers and department chairmen has been received by the intern while he maintained responsibility for his classes. Also, this period has given me a chance to be exposed to the many things covered throughout this critique, as

Supervisor

1. All aspects of the program are fine. It is an excellent experience.

2. Attendance of committee meetings should be lessened, slightly.

Interns Interns' Critiques

G, continued

well as some things I probably haven't listed, which would not have been encountered in so short a period if I would have gone directly into full-time teaching. It has been a great pleasure to find so many people in the three colleges so helpful in almost every way possible and offer suggestions and constructive criticism to aid the intern. The program has given me the opportunity to see how an open door, student oriented school system can operate with cooperation among the administration who are continually searching for and initiating new ideas and programs and yet find time to talk to everyone.

2. It has been a great privilege to have been a part of this program which has provided such a great opportunity to learn by observation and experience. I feel that a similar program, or training, would be a tremendous improvement throughout the entire educational system of this country if all teachers could or were required to participate.

Supervisory Critiques

Division or Department Chairman

1. The supervision and program of activities for interns is the most comprehensive experience of its kind that I have ever seen. These people know what is expected of community college teachers. They understand the workings of a multi-campus district from Board of Trustees down to the classroom that they handle.

2. Dr. Hill has little control over input to the program. Some of the younger, less experienced applicants have not been mature enough to gain all that they could from the program. It has been my observation that those with work experience seem to benefit the most.

3. I hope funding can be secured so that a better selection of applicants could be made.

4. My biggest problem seems to be the willingness of some interns to learn. Some are only here taking advantage of Dr. Hill and the system. I wish we could weed these out. They don't contribute their share.

5. The concept and execution from Dr. Hill's office has always been excellent but I still wish for better applicants.

Interns	Interns' Critiques
I	1. Without a doubt, my participation in the Ford Project for the Preparation of Community College Teachers has been one of the most enjoyable and rewarding experiences of my entire life. I am now positive of exactly what I want to do with my life, and I have confidence in my ability to do a good job in my chosen profession.
	2. The opportunity to see the entire scope of a community college has convinced me that this institution will continue to make valuable contributions to the education of the total community. I believe the community college is committed to flexibility, innovation, and genuine concern for students. For these reasons, I eagerly await the day when I can become a full-time instructor in some community college.
	3. Participation in the Ford Project has strengthened my belief in myself and my capabilities. I no longer doubt my ability to some day become a truly great teacher. I know that it will take time and a great deal of effort, but fortunately the internship has enabled me to take some positive steps in this direction. I have observed and talked with many capable teachers, have gathered a great many suggestions for teaching techniques, and have been able to identify some of the areas in which I need to improve. Now, it is up to me to continue to learn and work at the task of being a good teacher.

Supervisory Critiques

Supervisor

1. The Ford Intern program has brought to us in the basic academic skills department of the General Curriculum, mature, capable and imaginative teachers. This department specializes in new teaching techniques for remedial students and is a closely knit 'family' of instructors.

2. It is, however, difficult for a supervising teacher on the staff to provide effective guidance to the interns. This is not because of a lack of receptivity, but the supervisor's lack of background knowledge of the student's teaching, training and professional strength.

3. The black interns have provided an invaluable addition to our permanent staff which is mostly white. They have made rapport possible with our black and white students which has not always been the case previously. The foreign students who have worked with us have been outstanding.

4. As a general comment on improving the program, I would suggest that the seminars make a point of including as speakers members of the college staff who are mavericks in their discipline or administrative area. Up to now, in our case, we have always sent to the seminars the two principal administrators of the General Curriculum program. This semester, Spring 1971, we included a newer member of the staff whose positions we do not always agree with but whose professional imagination and

Interns Interns' Critiques

I, continued

4. I wish it were possible that every prospective community college teacher could serve an internship. This opportunity to learn by doing is an invaluable experience.

Supervisory Critiques

Supervisor, Continued

qualifications we admire. We felt this improved our presentation significantly in the eyes of the Ford Interns and gave them a more realistic idea of a department facing difficult teaching and administrative problems.

Division or Department Chairman

1. I fully support the Ford Internship Program. Since they are exposed to and involved in a wide variety of activities at different levels throughout the District, they get a much better picture of the overall workings of the District than most new instructors. Because many people do not really understand or fully agree with the philosophy that developmental/remedial education is "the business of a community college", the seminars provide a rare opportunity to present the fact that the Junior College District is serious about its responsibility to provide bona-fide learning experiences to community college students who have limited educational backgrounds. Specifically, the seminars provide an opportunity to explain the General Curriculum Program. The interns raise questions about the major premises on which the program is built, the teaching techniques used, the results achieved and the problems encountered. The seminars, then, have been a useful part of the internship program.

2. Another strength lies in the length of time that the intern is available to the division. The fact that he has regular

Interns Interns' Critiques

I, continued

Supervisory Critiques

Division or Department Chairman, Continued

office hours and attends divisional meetings in addition to his teaching duties provides an opportunity for full participation and continuity that would be lacking if he were assigned for only a portion of a semester or if his other activities and seminars were not so carefully scheduled in advance. We were even able to assign faculty advising tasks to interns.

3. Although the interns were well-trained and very able in the classroom or in small group tutoring sessions, the supervising teacher was at a bit of a disadvantage in performing his supervisory tasks. In some cases, the actual supervisor wasn't in a position to have had much in-depth contact with the intern prior to the beginning of the semester. A supervisor who has a considerable amount of contact with an intern long before the internship actually begins can discuss and establish ways of teaching with an intern and then help implement the techniques agreed upon. This would be a more ideal situation, although I realize that it is totally impractical from the standpoint of lead time and finances available. But as long as we're dreaming .....

K 1. It's very difficult to make an adequate assessment of the total program because of its broad scope and magnitude. However, generally, I felt the Ford program gave me a real understanding of the functions of the

Supervisor

1. My most substantive criticism of the Ford Foundation based on my limited experience supervising one intern

Interns Interns' Critiques

K, continued

Community College and the instructor's relationship to those functions. In presenting the "Big Picture" of the community college we were able to draw facts about community college teaching from many sources: students, master teachers,Division Chairmen, Department Chairmen, Deans, Presidents, and other administrators. In essence, the pre-service training we experienced helped us realize the uniqueness of community college teaching and its relationship to higher education.

2. I found all aspects of the program valuable. I realize the unparalleled advantage of having participated in this training. As a result, I feel better prepared to seek employment in a community college and function successfully as an instructor knowledgeable of the broad scope of community college teaching.

3. My basic criticisms of the program are: (1) the lack of flexibility in the general framework of the program and (2) lack of time to do effectively everything that was required. The program was so structured that there was little time left to explore areas of individual interest.

Supervisory Critiques

Supervisor, Continued

is the intrusion of institutional and administrative oriented activities on limited time available for serious classroom participation. I feel that the program should emphasize quality instruction and allow time for the necessary preparation of quality instruction. It is my understanding that the object of the program is the training of classroom teachers, not potential administrators.

2. Secondly, I would like to see more intern time spent in student related activities in which interns meet students on an informal basis. I feel that this is particularly important in the case of older adults entering teaching and students whose experiences have been in private educational institutions.

3. Thirdly, I would like to see the interns' activities restricted to one campus, saving travel time, making the intern more available to the students and to their supervisor.

4. Fourthly, I would like to see the program consider the recruitment of experienced high school teachers for training in the developmental and technical programs.

5. I think the strength of the program lies in the intern-supervisor experience, in the personal relationship which supports the first-time teacher in both terms of moral support and technical assistance. I would like to see an extension of this idea to all new faculty, particularly

Interns Interns' Critiques

K, Continued

1. The program as a whole was a rewarding experience for me because it introduced me to a great many facets of college that I knew nothing about. Although I don't feel that I learned much about any one thing, I now have a great many more sources to draw from than I had before.

2. Something that many of us may now take for granted, and which should be more appreciated, is the opportunity to intern in one of the best community college districts in the country. The cooperation that we received was staggering. The audio-visual people at Florissant Valley were topnotch. The reception we

Supervisory Critiques

Supervisor, Continued

those who have not taught.

Division or Department Chairman

1. I have no new reactions to add to those we have already discussed in the past. In general, the program seems to be working well. It is my impression that the non-teaching aspects of the program make very heavy demands on the interns but I understand that this is in keeping with the project goals.

2. I should add that of the three interns this division has had, _____ has proved to be the most effective.

Supervisor

1. The one semester association with the program has created a few opinions that are based on little or no evidence. With admitted ignorance, I will present these opinions.

2. First, the active involvement of the interns and the audio-visual departments is good. The minor grumblings about the amount of time devoted to video tapes, etc. are more than compensated by the enrichment in experience.

3. The seminars evidently have not been as informative, the complaints seem valid that they are too often, too long..

L, Continued

received when we attended committee meetings was something approaching royal. One would especially have to mention that President Cosand is a gentleman and a scholar.

3. To a great extent, the program was what the intern made it. Time was the major limiting factor. I could only accomplish so many things, and that was it. A person who does many things fast definitely has the advantage over one who prefers to do fewer things more completely. Since I fall into the latter group, there were a number of things I chose not to do, and I feel that the intern should have this option. Even though some of these tasks were not completed during the program, we are well enough aware of their existence to complete them if the need ever presents itself.

4. I would like to make a comment on the participation I had planning the seminars at Florissant Valley. Half of the interns were essentially absentee workers. They were content to have the other half do the work while they completed their monthly progress sheets. A number noticed this and feel that it is unfair. In the defense of several of the other interns, they were either not able to meet when the others did, due to class scheduling or a personality conflict with one of the 'regular' members. Again, I would like to state that this is not to be interpreted as an indictment of the non-working members but

Supervisor, Continued

and too repetitive. Individuals have taken the responsibility of others to prepare the seminars. This has caused some dissention among the interns. Certain personality conflicts, of course, are expected within any group.

4. Third, the pressure of a grade still seems to stifle the reaction of individuals. As graduate students, the interns are very grade conscious. If a pass-fail system were used, the interns might better communicate among themselves and with the regular college community.

5. Last, many of my co-workers are former interns. They speak highly of the program. Their ability and knowledge indicates that Ford Interns gain a great deal from the semester.

Division or Department Chairman

Same comments as for Intern F

Interns	Interns' Critiques	Supervisory Critiques
L, Continued	simply a statement of work done by the working members.	
M	1. After five months of contact with the JCD and the learning experience derived from the program, I feel that the internship program was one of the - if not the most valuable experience in my educational career. I will always be grateful to all concerned that I was allowed to participate in this program. I feel that a lot of foundation money is being funneled into a lot of less beneficial programs and it would be very unfortunate if this program is not allowed to survive.	Supervisor 1. I have been very pleased with my intern and have found the program entirely satisfactory.
N	1. What I really think about this program is that I wouldn't trade it for a thousand education courses! I feel it has been the greatest experience of my Master's program. Both my supervisor, Dan Miller, and the division chairman, Victor Reef, are fine people to work with. I appreciate having had the opportunity to work with them and the stimulation and encouragement which they showed me throughout the semester. I would highly recommend these people to supervise any future interns in this program.	Supervisor 1. The Ford Internship Project seems to be working well. 2. Perhaps the interns should be required to have something concrete at the termination of their program concerning their teaching assignment. By this I mean they should be able to give, in written or oral form, new innovations that could be incorporated in a course or perhaps items that could be deleted or added. 3. In the past I believe that more emphasis has been placed on them getting the overall picture and allowing the course to be only evaluated by class observations. The

N, Continued

Supervisory Critiques

Supervisor, Continued

student should be encouraged to be as critical as possible and the supervisor should be required to respond on the student's comments.

4. I believe every course and/or curriculum can be improved and often the person who is new can be the best evaluator. Therefore, every intern should come up with some definite observations plus the tools necessary to help implement this observation.

Division or Department Chairman

1. I believe the method of selecting interns is reasonably effective. This Division prefers interns with industrial experience. I realize that the status of the economy has an effect on the supply of interns with industrial experience. I think we have been reasonably fortunate. Having a fixed schedule has helped in the implementation of the program and insured a range of learning activities.

2. Considering our organization, I don't see any simple improvements. I think the individual who interns in the fall has a more difficult time finding a job at mid-year than the spring intern has in finding a position for the fall. We must also recognize the shrinking employment field.

3. I think the interns, for the most part, were pleased with

Interns	Interns' Critiques	Supervisory Critiques
		Division or Department Chairman, Continued
		their experiences in the program. Incidentally, the program has helped us in finding several qualified teachers.
O	1. Great! It is a fabulous opportunity and I feel I definitely should have an inside edge over anyone else applying for a teaching job in Biology in a junior college. I hope it works this way. In many ways the benefits I gained were so subtle that it's difficult to isolate them. The program has left me with the feeling that the junior college movement is the only movement with which I care to associate. I firmly believe it can be the solution to many of the problems facing higher education today. Unfortunately, unless the job market changes drastically, I may not have an opportunity to use any of my new found knowledge.	Supervisor Same as comments for Intern L Division or Department Chairman Same comments as for Intern F
Q	1. The Ford Internship was the greatest opportunity of my educational career. I wanted to get into this unique program, simply because I desire to teach in a community college, and I wanted to be well prepared for the job. After graduating from the St. Louis Junior College District, I knew that I wanted to be part of it. There were, of course, a great amount of obligations and demands, but I felt that they were not simply obligations, but rather - unique opportunities, opportunities that I would never be able to experience again.	Supervisor 1. I think the program is terrific. We were very fortunate to have our intern. She solved some of our staffing problems. We got more out of her than we were able to give her. 2. I think our intern would have profited more by being able to spend more time in the department. She covered the classes well and did an adequate job, but

Interns Interns' Critiques

Q, Continued

2. I took full advantage of my internship and all that it involved - the meetings, the class visitations, and the facilities on the campuses. I found the staff and instructors willing to help me with any problems that I had. I used the three colleges as if I were a full-time faculty member.

3. I am sincerely proud to have been a part of the internship program and feel that I am a much better teacher and person for it. I hope to be able to do as much for the community college as it has done for me. I will set this as a new goal.

R 1. Over-all, I think the Ford Program is outstanding. Speaking for myself, I would like to say that this program has truly given me direction and high motivation to become a really good teacher who can effectively teach and communicate with students. This program has literally instilled in one part of the great philosophy of what an honestly comprehensive community college ought to be. I am glad that I had the opportunity to go through the internship program.

Supervisory Critiques

Supervisor, Continued

too much time was spent going to campus and district meetings. Many of our full time staff members do not attend that many meetings. We need to eliminate some of those things not related to teaching that the interns do.

Supervisor

1. Generally speaking, I think the project is effective and successful; however, I would like to take this opportunity to offer several suggestions for the improvement of the program:

   a. Reduce the amount of time allocated to seminars and invite supervisors to attend these sessions.

   b. Make seminar attendance voluntary.

   c. Allocate more of the interns' time to classroom preparation and innovation.

Interns Interns' Critiques

R, Continued

Supervisory Critiques

Supervisor, Continued

d. Eliminate field projects which do not pertain to teaching.

e. Be more discriminatory in the choice of supervisors; give the intern an opportunity to reject a supervisor.

Division or Department Chairman

Same comments as for Intern A

T

1. The Intern is at once an observer, a student, a teacher, a researcher, and a participant in a form of group dynamics. Although the time parameter limits the total effort spent by the individual in any of these roles, however, his role in the group allows him to assimilate many of the experiences of others; the effect is a synergistic accumulation of experience.

2. I think that the preceding six areas of analysis collectively add up to an excellent program for the training of new professionals in the teaching area. My enthusiasm and interest in the program is sufficient that I hope to supply the program with both participants and the wherewithall to extend the program in which I was engaged -- that is the Hotel-Restaurant program -- to others in the state of Wisconsin where I am currently employed. As a one word statement for an overall evaluation I can only use the word "excellent".

Supervisor

1. The areas in which the program is going well are the organization for the meetings that are attended, the interns' general indoctrination into the junior college district, and the part-time teaching load.

2. The areas that need improvement are the recruiting of interns and more coordination between the intern, the instructor and the program director concerning the term project.

Division or Department Chairman

Same comments as for Intern E

Interns	Interns' Critiques
U	1. Although a lot of paper work is required, I would sign up for this program again at any time. Dr. Hill has structured the program so that the intern -- whether he likes it or not -- is exposed to many philosophies and techniques of teaching and learning. The program has a few minor flaws which I have discussed, but overall I think Dr. Hill has developed a plan by which interns really do get an excellent view of many areas of community college administration, planning, and teaching.

Supervisory Critiques

Supervisor

1. As a supervisor in the Ford Intern Project, I have found your program a most interesting one. There is no doubt in my mind that teachers learn by doing rather than by theorizing. Therefore, this kind of practical in-training seems to offer a vast improvement over the traditional sink or swim system by which most of us were initiated.

2. My only misgivings about your program concern the amount of time spent by the interns in paper work and commuting from one campus to another. I should hope there might be some way to reduce these mechanical matters and increase the amount of time allocated to the interns to simply relax and cogitate their teaching experiences.

3. There is one other matter which concerns me and that is the student evaluation required early in the course. Several of the characteristics, such as dress, voice quality and mannerisms are matters which will adjust themselves only with time and experience. I feel this kind of evaluation might present the intern with an unnecessarily threatening problem at an inappropriate time.

4. It has been a pleasure for me to work with _____ and watch her growth as a teacher. I should be happy to be of further assistance to her.

Interns Interns' Critiques

U, Continued

Supervisory Critiques

Division or Department Chairman

1. The Ford Project continues to be one of the outstanding programs offered by this District. There is a great deal good that I could say about it, but as usual it is easier to specify the negative than the positive. The fact that these observations are so minor is indicative of the overall success of the Ford Project in its planning and execution. My observations are based upon my own experience and discussions with our intern.

2. I could have done without the monthly evaluation sheet in its present form. Some of the jargon used prevents an effective evaluation because no one knows what it means ("Work Oriented," "Compatability of Objectives"). This may be a good evaluation for the end of the term, but judgment on such matters as "individual's potential as a teacher" is rather premature after one month.

3. Is it necessary for interns to visit so many classes outside of their academic area? The visits to career classes and the program meetings with career staff seem redundant and quite a burden on career instructors. Our intern indicated she found the meetings with instructors more valuable than the classes themselves.

4. I have used student evaluation forms since I started teaching. In those semesters when I used them twice, I found the practice to be of negligble value. You might want to reconsider the practice of requiring interns to conduct two such programs.

Interns Interns' Critiques

U, Continued

Supervisory Critiques

Division or Department Chairman, Continued

5. Our intern discussed with me the letter of application she was sending out and indicated you had advised applicants to use printed form letters to blanket prospective colleges. Neither the Division Chairman nor I answer form letters regarding employment. Several other chairmen in the District follow this practice. Our reasoning is that if someone cares enough about joining our staff he will write a personal letter. As chairman of a department with over two hundred applications each year, I have enough to do simply responding to the personal applications.

6. We hold division and department meetings on Tuesday or Thursday afternoons when necessary. It was unfortunate that the intern's classes prevented her from attending some of these meetings. Though I know the Ford classes are valuable, there were meetings which would have given the intern a sharper view of the dynamics of college organization than any disucssion by a chairman on his role.

7. I was dissatisfied with my appearance before the interns. My subject (accountability in the classroom) was too broad, but I did not have the sense to narrow it. It might have been better for me to write a summary of my speech and distribute it before my session and then react to intern comments. Perhaps you might offer that option to future presentors.

Interns Interns' Critiques

U, Continued

W 1. As laid out on paper by our maximum leader, Charles Hill, the program is indeed impressive. Comprehensive involvement in every aspect of a community college operation is guaranteed if one follows to the letter the suggested plan. Of course doing so requires a 10 - 12 hour work day and the ability to function adequately on a few hours sleep after eating not very fresh or palatable food all day (unless one visits the Hotel Restaurant classes). Falling asleep in meetings thus becomes an occupational hazard in more ways than one.

2. Those with the stamina to complete perhaps 80% of the tasks assigned will have, I believe, if not the complete BIG PICTURE, at least a sufficiently fair sized one to be well sensitized to the existence and status of many levels and aspects of a community college that might well have escaped their attention and notice otherwise. It is my guess that the weeks and months spent by interns undergoing the wide range of experience available to us translates into years of accidental bit by bit information gathering in the customary life of a mere mortal faculty member. This being the case, one might reasonably expect the first year of an intern's first job to be a great deal more efficient than the average first year instructor's in terms of settling in and becoming actively involved in the life of the college.

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Supervisory Critiques

8. Again, I think the project is quite a success. I hope it continues to be so.

Supervisor

1. In regard to your memorandum of January 12, I feel poorly equipped to answer your questions. After initial contact with you, I seldom saw you, although communication was open.

2. I met only a few other interns, as I worked with _____.

3. If the Division Chairman gives a grade to the intern, I would appreciate knowing how the final grade is determined. I feel this could be detrimental to the intern or supervisor. I think some of the mechanics could be spelled out--grades, visitations, etc. and be available.

4. I was delighted to have _____ during the Fall 1970 Semester.

Division or Department Chairman

1. I continue to be impressed with the quality of the interns who have taught in our division. The most recent intern who taught in our _____ Department was an outstanding instructor as well as an interested participant in divisional affairs.

2. The Ford Project is a success because it familiarizes the

70

W, Continued

3. We have at least a generalized fuzzy image of an organizational chart in our heads and a vague notion of key positions and influential people who can supply us with whatever information we now know might be useful.

4. An extremely valuable aspect was the opportunity to observe first hand the political activity of a college department. Things are not always what they first appear to be and one learns the value of not speaking too soon or making premature judgments on issues and personalities until one has accurately psyched out the situation. It is well worth waiting out as departmental politicking can be vicious. I used to think all the cut-throat types gravitated toward the military-industrial complex, but have since discovered that academia has its fair share.

5. I suspect insights are gained from the internship, sometimes perhaps unconsciously, that will serve us well in the future.

6. In conclusion I would just like to say that I wouldn't trade this experience for anything. Certain parts of it have provided invaluable preparation for future situations. Other parts I shall treasure always for personal reasons--two new friends of life long character, and many other close acquaintances among my students and _____ faculty members.

Division or Department Chairman, Continued

intern with the functioning of the entire institution and effectively orients the intern to the community college philosophy.

3. In my estimation this is an invaluable program.

Interns Interns' Critiques

Supervisory Critiques

W, Continued

7. Aside from the drag of some seminars, the Technical Education course, and the number of dull meetings attended, the only negative recollection is of the incident involving my finishing a black studies course whose original instructor left. In that instance I resented very much the imposition of your will, Chuck, on my life. The fact that you were correct in your judgment that I needed the time for other things does not lessen the resentment one tad. I have strong convictions about granting people the freedom to make their own mistakes; especially in a learning situation. The lesson I learned from that experience was, never bother arguing with a bureaucrat unless you're prepared to kill him (smile). Seriously Chuck, I did not take it personally; I feel quite certain you would have followed the same procedure with every other intern. I still disagree with your interpretation of what was good, right and justifiable in that situation.

X 1. I genuinely considered it a privilege to be a part of the Ford Internship program. I realize I wasn't a model intern, but I do feel I benefitted a great deal. I feel involvement is important, particularly in the comprehensive community college. It's not enough to do the minimum tasks. I can't say enough on how much emotion I have for this program. The St. Louis JCD, and particularly _____, is responsible for a large part of

Supervisor

1. I suggest the following changes in the structure of the program:

   A. That individual departments be supervisors for the interns, rather than individual faculty members. I believe this way for two reasons:

X, Continued

my feelings. I don't expect to ever have a chance to work with so many talented and competent faculty and staff. This all makes me feel sorry to have left after a single semester, just at the time when I felt a real sense of confidence. As an intern, I was so impressed and thankful to have had the opportunity to take "total" part in the affairs of _____. I can honestly say that I was never made to feel as an outsider. I'm convinced now more than ever that the community college is where I'll be able to make my best contribution.

2. I recommend that future interns be more totally involved in their teaching situation. The practice of giving the brunt of supervisory responsibility to one person is not fair to supervisor or intern. Talent should be drawn from many experienced faculty members. In small departments, members of other departments within the division could contribute to the intern's growth. While I make this recommendation, I feel equally strongly that the intern must not be threatened or coerced by authority. These people should be there to expand the intern's teaching potential. I think that the intern should be expected to work more closely with his supervisors in planning, coordinating, and exchanging of ideas.

Supervisor, Continued

b. Departments should decide as a group what sort of program the intern undergoes; each faculty member should be vitally concerned about the future of the intern; each faculty member should contribute to the training of the intern and partake in the decision about grades. The department head would be the titular supervisor.

c. The protege program is an open invitation to a peculiar sort of tyranny. It inhibits the growth of the intern by exerting great pressure in a single direction, viz., the inclinations of the supervisor. It also tends to produce hero-worship--and that's debilitating for the intern and bad for the supervisor's soul.

B. That interns be assigned their own classes only after the department has ascertained that the student teacher is capable of teaching it. Interns should teach with several instructors, under direct supervision--a team approach where the intern would teach one or two "units" of a given course. He should follow this procedure with several faculty members, moving from one teaching problem to another. Reasons:

a. The department should jealously guard students from unsure or ill-prepared instruction. The idea of giving the

Interns Interns' Critiques

X, Continued

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Supervisory Critiques

Supervisor, Continued

student a class to teach with only occasional visitation invites inadvertent crimes against the students.

b. Giving an unprepared novice a class or classes to organize, grade and control puts tremendous pressure on him. To visit his class every day further agitates him and has a tendency to undermine whatever authority he has built up with the class. However, if students are aware that their class is being team-taught by colleagues--not by one big chief and one little chief--the intern's confidence can be nurtured and developed.

2. I have enjoyed working with my intern and the suggestions I've made above are no reflection upon him, but are the result of a continuing relationship with the program and a realization of my own inadequacies.

3. I also should like an appointment with you to discuss these and some related matters. Any time at your convenience.

Division or Department Chairman

1. The program is working well and Dr. Hill has helped us out many times by providing us with interns. From my viewpoint, the intern we had this semester was very conscientious.

74

Interns Interns' Critiques

X, Continued

Z 1. First, I feel compelled to thank the directors of the Ford Project, Dr. Charles Hill and Dr. Donald Tolle, for their concern, encouragement, counseling and advice when times appeared hopeless and for their many attempts and successes at finding assistantships for me. Their joint effort and interest have helped me gain confidence as well as discover potential in myself. I feel that the project would not have been a success without their leadership. Secondly, I would like to thank my advisors at Southern Illinois University for their time and effort in designing a course of study in which I could successfully achieve and all the personnel at Forest Park Community College who saw fit to permit me to work in and explore their areas.

2. In the beginning I felt that it was a hopeless task to obtain a masters degree in the Ford Project. However, now that the end is almost near, it goes without saying that my entire success while in the project must be interpreted as benefits derived from it. An added feeling of confidence seems to have grown within me that makes me realize no problem is so large that I can not deal with it.

Supervisory Critiques

Division or Department Chairman, Continued

2. I feel that perhaps we did not get as good an over-all group of interns from SIU that we might have.

Supervisor

1. From talks with my intern I have concluded that the regular seminars held with all the Ford Interns were the most fruitful source of information and general guidance. The meetings were well organized, most informative about projects and led to a great deal of valuable exchange with other Interns, especially informally outside the seminars.

2. My primary point of contact with the Ford Project was, of course, being of assistance to _____ by advising him in matters of course content selection and presentation. We did discuss at length his classroom performance and techniques and, I believe, he profited substantially from the talks. I hope this aspect of the Ford Project worked well for ____ .

3. I have discovered no specific or general aspects of the Ford Project on which to offer comments for improvements. Without wishing to induce undue vanity in the sponsors, I found the entire Project most laudable.

Interns Interns' Critiques

Z, Continued

3. Sock me if I failed to thank everyone.

Supervisory Critiques

Supervisor

1. Anything that I say regarding the program is based on the relationship I have had with one Ford Intern.

2. As a supervisor I would like to know as much as possible about the person under my charge. This would give me an insight to that person's capabilities and potentialities. This would enable supervisors plenty of lead-way in making assignments.

3. Over all, I would say that the majority of the program at this time seems to be working well.

Division or Department Chairman

Same comments as for Intern I

Aa

1. The program touched on practically every phase of the JCD. It gave me a good picture of what JC teaching would be like and gave me ideas on how to be a successful teacher.

2. Everyone was very cooperative in the JCD.

Supervisor

1. The aspect of the program that is working well is having the student visit all kinds of master teachers. They learn a tremendous amount from that. The course they have from Mr. Stith is also worthwhile. Not 100% because of the course content but because of the manner in which Mr. Stith teaches it; he represents teaching at its best.

2. Aspects of the program that could be improved: I think that the new incoming teacher, in most cases, ought to

Interns Interns' Critiques

Aa, Continued

Supervisory Critiques

Supervisor, Continued

sit in on a class with the master teacher for no less than four weeks. The new teacher needs to get the feel of the class, its purpose, its direction, and some individual knowledge of the students before he is ready to move into a teaching position himself.

3. I am inclined to think that the interns run around too much attending meetings. I wish they could get a little broader experience and be subjected to a richer kind of knowledge. They don't have a rich understanding of all it has taken for a man to get where he is today. It has to do with Music, Drama, History, what it means to be human; the humanities background of man -- especially in the career area.

APPENDIX III

Intern's Critique

January 1970

CRITIQUE

Teaching Assignment:

I taught _____ course and one transfer level _____ _____course. Both classes met for an hour each on Monday, Wednesday, and Friday.

To say, "I learned how to teach during this Semester" would be to say something less than the truth. I believe that no one completely learns how to teach, any more than he completely learns how to love or learns how to create. I will say, however, that I made good progress toward overcoming three of the critical problems that I had had with classroom teaching -- projecting a relaxed presence to the class, conducting a class in a confident manner, and asking direct, stimulating questions. As yet, I am no master of the teaching skill, but at least I rank myself as a journeyman.

I had to rethink some of my approaches to the teaching of _____, apparently, I'll be spending a good number of years doing the same thing, since teachers older, wiser, and more experienced than I am still continue to study and criticize themselves closely.

What is more, I had a ball -- and my classes did too. This admission, I think, is an important one to make. Helping others to learn is fun. Oh, it has its heavy and searching side, as I mentioned above, but, unless the teacher can be truly joyous and at ease in the classroom, all of his introspection and planning will be for nought. However, there is not a fine line between joyous enthusiasm and happy-go-luckiness, but a rather thick wall. A teacher must always keep his objectives in mind: Ways of meeting these objectives vary, of course, but the objectives themselves must remain firm and clear. In teaching, as in life, a man seldom gets what he seeks, unless he knows what he wants.

Class Observations:

Perhaps I'd best put it this way: If I had to grade the activities of the internship in order of value, I'd rate them as follows:

1. The teaching experience itself
2. The seminars
3. The classroom observations
4. The special projects
5. The organizational meetings

As should be evident, I consider the classroom observations to be among the more important activities of the internship. How? It is not, I think, that the intern picks up mannerisms and methods; to some degree he will, of course, but this is really of secondary importance.

January 1970

CRITIQUE, Continued

Class Observations, Continued

Primarily, I think that he learns:

1. that every teacher has something to say
2. that he says it
3. that he says it with a fair degree of skill
4. and that every teacher is a human being, replete with strengths and shortcomings.

"How silly," one might say. "Every one knows that." Yes, everyone does, just as most people know most of the common-sensical things of life when they are open, relaxed, and sitting at their kitchen tables. But the beginning teacher is somewhat bedeviled, somewhat unsure--and is certainly not in his home environment, no matter how many classrooms he has attended. The practice of observing other classes while he is handling a couple of his own helps to calm the novice and helps him to see the classroom from a more teacher-ly point of view.

Student Personnel Services:

I was impressed by the vast range of student personnel services at _____. Sad to say, had I been a S.O.P. beginning teacher and not an intern, I doubt if I would have become aware of these services within my first semester's teaching--if ever. Sadder to say, I doubt whether one student in fifty is really aware of what this branch of the institution has to offer. This is not really the fault of anyone in particular, but rather a manifestation of the tendency that most humans have: We clatter along on our own little tracks as long as we have no problems and muddle through muck when the problems arise, unaware of and not seeking available help.

Organizational Orientation:

This might sound odd, but I was most impressed with the democracy and concern manifested in the meetings at various levels which I attended throughout the district. I had not been familiar with democratic meetings, since I am much more accustomed to the organization wherein the voting body acts as a rubber stamp for the clique in power and the organization which is chronically rent by factionalism. Perhaps I am naive, or simply ignorant, but I detected virtually no pettiness and dissention among the organizations of the JCD. Each of the organizations I surveyed was concerned with the preservation and betterment of the school; that amazed me, again, because I had been used to organizational meetings which are battlegrounds for personal interest. Thus, at this writing, though I can no longer graph exactly which group does what, I do carry with me the picture of intensely concerned and competent people acting in a democratic manner.

January 1970

CRITIQUE, Continued

Special Projects:

I wrote up two special projects which involved my part in organizing the Vet's Club of Forest Park and my teaching a junior year level GED class for the Voluntary Improvement Program of St. Louis. Note that I use the verb wrote up; there were many other things that I--and each of the other interns--could well have considered to have been special projects. In other words, if the intern gets involved with his work and his school to any degree at all, he will be doing, as a matter of course, a host of things, both great and small, which are apart from, or more than, his appointed tasks. Doing things that are beyond the scope of the daily routine is really part of the daily routine. That's a paradox, yes, but it's true, nonetheless.

For example, I became interested in a course, "English for Foreign Speakers", which is part of the continuing education program at _____ . One night I attended and, by the next session, I had enrolled two of my Spanish-speaking friends; off and on, I attended the class, since one day I might well be teaching such a class. Or, to illustrate further, has a great black population, so attended some ____ meetings and sessions of the Black Literature class to get a picture of what blacks are thinking about.

(As a matter of fact, as I am hacking out this paper, I am sitting at a table in the lobby of the student center, receiving materials and money for the Pruitt-Igoe Emergency Relief Project.)

See? If an intern gets at all involved with his school, he will be doing special things without really considering them to be special at all.

Field Assignment:

My field assignment was valuable. I investigated the marketability of the Associate of Arts (the junior college liberal arts graduate) in the local insurance industry. Sadly, I found that the underwriting corps of the insurance industry is still open to only the four-year college graduate. Though I only had time to investigate one industry, I do feel that research into the marketability of the liberal arts graduate is well worth while and should, I believe, be explored by the research division of the JCD.

Technical Education Course:

Though I very much respect _____ as a man and as a teacher, and though some of the discussions we had in Tech Ed were lively and beneficial, I can see no reason for the course to span an entire quarter. The information and controversies to be learned, it seems to me, could be covered in about six sessions. The greatest benefit to be derived from taking the course from _____, as I see it, has little to do with the course itself, but rather from the informal conversations that one can have with him at break-time and from the wonderful insights into administrative machination which he can give when someone manages to nudge him away from his lesson outline.

January 1970

CRITIQUE, Continued

Seminars:

As I mentioned earlier, next to the teaching experience itself, the seminars, to me, were the most valuable part of the program.

As far as scheduling is concerned, I believe that meeting once a week is more successful than meeting twice a week. It would seem, from an administrative point of view, a weekly meeting reduces transportation costs and gives the intern a free week day in which to catch up on his class work, to visit classes and to accomplish his special projects. To have a free Thursday is especially important during the first month of the semester, since there is much that the intern has to organize, plan and become accustomed to: Such twice-weekly meetings as there must be should be scheduled during the second and third months. There is another advantage to the once-weekly meeting: It helps the interns greatly to get to know each other, since they all eat lunch as a group. That interns from diverse backgrounds get to know each other and get to understand each other's problems is, I believe, one of the most valuable benefits of the program.

The comments I would like to make toward the improvement of the seminars revolve around more flexible planning and more intern involvement. I suggest that the four-resource-topics-per-session scheduling be altered as necessary--and altered sometimes for the simple sake of variety. Some of this semester's topics were easily worth a half-day's time and should be given that amount the next time around. For example, Walter Hunter's presentation of the Slate method might have been more successful had he not been so rushed. Also, a half-day, or a whole day might be devoted to a colloquium on the problems of the black student and the disadvantaged student.

Greater intern responsibility for facets of seminars would make the sessions more meaningful. I'd suggest that the interns begin taking responsibility for facets of the programs midway through the second month as opposed to midway through the third. It seemed to me as if the group had greater empathy toward and interest in program segments that were organized by a fellow intern. There are other benefits, too: The intern in Drafting at _____., the intern in Economics at Forest Park, and the intern in English at _____ found that they learned quite a bit about diplomacy and friendly persuasion from the seed-to-harvest engineering of a resource presentation. (And these three put together more than their share of intern-created topics, I might add!)

Also: More time for group therapy. This does not necessarily mean that one has to schedule an hour-block of time every month for this purpose, though sometimes a free hour might be a very good idea. Rather, it would be well, fifteen minutes before the prescribed quitting time and after the last speaker has left, if the interns and the director would just sit back, review the highlights of the day's activities, and hash out anything that has to be discussed. As things stood, we all just got up and left-and scrambled for materials, information, etc., in the leaving. We needed time, I think, to catch our breath and to bring things together as a group.

January 1970

CRITIQUE, Continued

Seminars, Continued

Oh. The above should not at all be taken in a castigatory sense. They are merely observations from hindsight toward the improvement of a series of seminars that is already very good indeed.

My Supervisor:

is great. I strongly recommend that he be asked to handle any future intern in English who elects to teach at _____. A frank and fair man, _____ tells the intern what he is doing right as well as what he might be doing better. The man does not ride the intern's back, nor does he try to strong-arm the intern toward his own teaching techniques or foci of study. Not that the man is lax: He gently but scrupulously questions the intern two or three times a week about what the intern is doing and intends to do. And the intern had best have good solid answers if he intends to maintain the man's respect. By and large I figured out what I was doing and why I was doing it, so _____ and I got along very well.

My Work:

I have grown greatly, both as a person and as a professional, since I began my internship. Because of my own effort and the cooperation of more people than I can here mention (though I will say that the greatest among these were the people in my classes). I feel that I have an enormously good start toward a career in junior college teaching.

Overall Evaluation:

Well, I'm sorry to be leaving. And I'm sorry that a program like this is not the option of every teacher in the district. I found the program to be one of the richest experiences of my life. Most specially, I was impressed by the fact that all the talk about the primacy of creativity was not merely propaganda; rather, demonstration of concerned creativity was the order of the day.

The only real frustrations that I have are those that I have with myself. For example, I wanted to take greater advantage of the audio-visual possibilities available; also, I would have liked to have become better acquainted with the English Departments at the other two campuses.

Probably, the most far-reaching benefit of the program is the fact that it served to trounce certain prejudices. Each of us, I feel, saw at least one bias shed away.

For myself, I'd say that my view of a school administrator changed considerably. As I began the internship, I thought of the school administrator as a man who took credit when things went well and took blame when things went badly--though he had virtually nothing to do with either circumstance. Though this might well still be the case with some schools, I know now that such is not inevitably the case, since it certainly is not what happens in the JCD.

January 1970

CRITIQUE, Continued

Overall Evaluation, Continued

The greatest tool of the JCD administrators is their maintenance of open lines of communication. For example, if Joe Cosand were the only person who could answer a certain question of mine, I would not hesitate to go to him. This sort of natural communication and inter-involvement, I think, is the keystone to the dynamism of the JCD administration at all levels.

Of equal, if not greater importance, are the favorable attitudes that developed in any given intern toward people of other disciplines. Before I began the internship, for example, I had been quite content with the stereotype of the auto technology teacher as a grease monkey in a white collar--and why not? I had never had to deal with the auto tech teacher before, never had the opportunity to meet him socially and find out that he, too, had a vision of the good and creative ideas about how things could be done. I know that I helped to rupture a certain myth--just by being myself. English teachers are not a well-loved breed, but because they came to know me, the English teacher haters among the interns came to realize that I was not a dubiously sexed didactic snob--the image that most people get when they think of English teachers.

Otherwise, as regards the overall evaluation of the program, what can I say? To be part of it was an enormous privilege. And I am a richer, more able teacher now than when I began.

Ford Coordination:

Well, I believe that one has to start with the premise that Americans like to gripe. It's a national characteristic which allows a person to let off steam and to regain a certain perspective. And gripe we did. But it was mostly for therapeutic purposes, since we really had no kick. For myself, I'll probably always remember that Saturday afternoon when I got _____ to help me solve an urgent problem. We met at the District Office within a half-hour after I called him; he came over after barely having stopped to wash his hands. And we hashed out the problem. The thing of it is--I was willing to wait until Monday! But he figured that, until I resolved it, I wouldn't be able to get anything done, so we got after it right away. Now, I don't know if this is an example of "Ford Coordination", or not, but it does ..... and concern for his people. Creating and improving this program is no small job: To my mind, he has done the work excellently.

Form FP-T-16 (7/70)

APPENDIX III
PROGRAM
CRITIQUE & CHECK-OUT SHEET

NAME _____ DATE _____

CRITIQUE ITEMS

I TEACHING ASSIGNMENT
- Benefits
- Suggestions

II CLASS & TEACHER VISITATIONS
- Benefits
- Suggestions

III COMMITTEE MEETINGS
- College
  - Benefits
  - Suggestions
- District
  - Benefits
  - Suggestions

IV SPECIAL PROJECTS
- Audio Tape on Instruction
  - Benefits
  - Suggestions
- Choice
  - Benefits
  - Suggestions
- Field Assignment
  - Benefits
  - Suggestions
- Student Evaluation of Teaching
  - Benefits
  - Suggestions
- Student Learning Problem
  - Benefits
  - Suggestions
- Video-Tape of Teaching
  - Benefits
  - Suggestions

V TECHNICAL EDUCATION COURSE
- Benefits
- Suggestions

VI SEMINARS
- Benefits
- Suggestions

VII OVER-ALL EVALUATION
- Benefits
- Suggestions

VIII FORD COORDINATION
- Suggestions

ITEMS DUE

A. CRITIQUE OF PROGRAM
- Intern
- Supervisor
- Department Chairman
- Division Chairman
- Dean of Instruction

B. EVALUATION OF INTERN
- Supervisor
- Department Chairman
- Division Chairman
- Project Director

C. SPECIAL PROJECTS
- Audio Tape on Instruction
- Choice
- Field Assignment
- Student Evaluation of Teaching
- Student Learning Problem
- Video-Tape of Teaching

D. MONTHLY PROGRESS REPORTS

E. SELF DEVELOPMENT PLAN

JOB INQUIRIES

- No. received _____
- No. investigated _____
- No. offers _____

FOLLOW-UP

- Newsletter
- Addresses for contacting

APPENDIX IV

AN ABSTRACT OF THE DISSERTATION OF Ronald M. Hutkin, for the Doctor of Philosophy degree in Higher Education, presented on January 22, 1971, at Southern Illinois University.

TITLE: The Community College Cooperative Internship Program: An Evaluation of the Internship Core Activities

Major Professor: Dr. Donald J. Tolle, Associate Professor of Higher Education

The Community College Cooperative Internship Program (formerly entitled, Ford Occupational Instructor Project) is a shared project of the Junior College District of St. Louis-St. Louis County, Missouri, and Southern Illinois University, designed for the preparation of teachers for two-year post-secondary occupational programs.

Interns spent one semester at one of the three campuses of the Junior College District (i.e., JCD) and participated in teaching and non-teaching activity groups which included: Forty Per Cent Teaching Assignment, Supervision, Class and Teacher Visitations, Student Personnel Services, Organizational Orientation, Special Projects, Related Courses, Weekly Seminars, and Evaluation by various JCD personnel. These experiences were known as the "internship core activities".

The purpose of this study was to evaluate the internship core activities in order to answer two questions:

1. To what extent were the internship core activities effective in helping interns develop a better understanding and appreciation of occupational programs?

2. To what extent were the internship core activities effective in preparing interns to teach in post-secondary occupational curricula?

To answer these research questions, a questionnaire was developed which contained six background information questions, 118 closed-choice items, and four open-end questions. The 118 closed-choice items defined the specific activities included in the internship core activities. Respondents were asked to rate each activity as an effective, neutral, or ineffective element in the internship core activities.

Questionnaires were sent to fifty-six "graduate interns" who were SIU Master's students, forty-three "pre-service interns" who were recruited primarily from business and industry, and seventy-three JCD "supervising teachers". Usuable returns received from the three groups of respondents were 95 per cent, 95 per cent, and 89 per cent, respectively. These individuals participated in the Community College Cooperative Internship Program (i.e., CCCIP) during any one of the seven semesters from Spring, 1967, to Spring, 1970. Questionnaire data were treated in tabular and descriptive form by using ordinal measurement techniques; then conclusions were formulated as follows.

1. The non-teaching internship core activities were highly effective in helping graduate and pre-service interns develop a better understanding and appreciation of occupational programs.

2. The teaching internship core activities were highly effective in preparing graduate and pre-service interns to teach in post-secondary occupational

curricula. These activities were slightly more effective than the non-teaching activities.

3. Faculty members who were knowledgeable about the CCCIP were an asset to it in recruiting intern candidates.

4. The interview procedure used in selecting interns was highly satisfactory.

5. The remuneration that interns received during their semester of participation in the CCCIP was a necessary source of financial aid.

6. The institution providing the internship experience is in a favorable position to observe interns on the job and to offer employment to those it finds particularly attractive.

7. Interns who participated in the CCCIP have a strong commitment to the teaching profession and to the junior college field in particular.

8. The time allocated to classroom teaching (40%) was adequate and effective.

9. Supervising teachers were highly effective agents in helping graduate and pre-service interns adjust to teaching in the JCD, and in allowing them to develop individual teaching techniques.

10. Graduate and pre-service interns were highly interested in the modus operandi of the JCD, the high-level administrative functions of the JCD, the various educational programs of the JCD, and the philosophy and purpose of the community college.

11. Graduate interns perceived the instruction related and student related seminars as the least effective of the non-teaching activities (i.e., only moderately effective), whereas pre-service interns demonstrated a lack of interest in

community matters.

12. The related course, Technical and Industrial Education 485, Principles and Philosophy of Industrial, Vocational, and Technical Education, as taught on the Carbondale Campus was not as closely related to the internship experience as was the T.I.Ed. 485 course taught in the JCD through SIU extension.

13. The team approach employed in evaluating the performance and potential of graduate and pre-service interns was a highly effective technique.

14. The monthly evaluation sheet entitled "Evaluation of Ford Project Teaching Interns" was a highly effective instrument for assessing the intern's teaching performance.

15. The JCD, because of its multi-campus organization and its broad scope and purpose, provided an ideal setting for a comprehensive internship experience.

APPENDIX V

SUMMARY OF EMPLOYMENT, 1971-72, PRE-SERVICE AND SIU PARTICIPANTS

EDUCATIONAL EMPLOYMENT AND GRADUATE WORK

Community or Junior Colleges and Post-Secondary Technical Institute Teaching

90 (67% of 135*)
34 Pre-Service Interns
56 SIU Interns

High School Teaching

10 (6% of 135)
1 Pre-Service Intern
9 SIU Interns

Senior College and University Teaching

11 (8% of 135)
3 Pre-Service Interns
8 SIU Interns

Other Educational Employment

4 (3% of 135)
3 Pre-Service Interns
1 SIU Intern

Graduate Student (master's and doctor's degree work)

9 (7% of 135)
2 Pre-Service Interns
7 SIU Interns

Other Employment (Industrial, etc.)

8 (6% of 135)
0 Pre-Service Interns
8 SIU Interns

Unemployed

3 (2% of 135)
0 Pre-Service Interns
3 SIU Interns

Deceased

0 Pre-Service Interns
1 SIU Intern

Unknown

8 (6% of 135)
2 Pre-Service Interns
6 SIU Interns

*NOTE: The percentage base used was 135 instead of 143 because at the time of the report one person was deceased and 8 others had not yet reported their employment for 1971-72.

SIU PROJECT DATA BY YEAR AND TOTALS

	1966-67	1967-68	1968-69	1969-70	1970-71	Totals
Candidates Contacted	20	149	433	213	56	871
Candidates Admitted to Program (including associate degree level)	0	17	50	55	26	148
Participants Completing Teaching Assistantships at SIU (total quarters)	0	6	46	101	66	*219 (quarters)
Participants Completing Internship at JCD	0	3	11	42	44	100
Participants in Occupational Programs	0	5	30	35	18	88
Participants in General Education Disciplines	0	12	20	20	8	60
Participants Completing Master's Degrees	4	3	8	27	32	74
Withdrawals from Program	0	3	9	7	14	33

*82 individuals completed one or more quarters of teaching assistantship duties, for an average of 2.7 quarters each.

NOTE: This table presents information concerning only SIU participants and, therefore, does not include the 43 JCD pre-service interns.

SUMMARY OF

CCCIP TEACHING ASSISTANTSHIP QUARTERS
(not counting those who withdrew early in a T A quarter)

	SUMMER			FALL			WINTER			SPRING			TOTALS		
	C	E	TOT	C	E	TOT.	C	E	TOT.	C	E	TOT.	C	E	TOT.
1967-68	0	0	0	0	0	0	2	0	2	4	0	4	6	0	6
1968-69	9	0	9	10	2	12	8	3	11	11	3	14	38	8	46
1969-70	28	4	32	23	1	24	18	5	23	16	6	22	85	16	101
1970-71	26	5	31	*8	0	8	*7	7	14	7	6	13	48	18	66
TOTALS	63	9	72	41	3	44	35	15	50	38	15	53	177	42	219

Legend: C = SIU Carbondale
E = SIU Edwardsville

*One student was paid 50% of his teaching assistantship through the Project budget and 50% through the Chemistry Department for both the Winter and the Spring quarters, 1970-71. That student is not counted in this chart for the Winter but is counted for the Spring, in order to report only full quarters of Project-paid assistantships. Two other students who withdrew early in a teaching assistantship quarter are not shown above.

NOTE: 82 individuals completed one or more quarters of teaching assistantship duties, for an average of 2.7 quarters each.

MONTHLY PROGRESS REPORT ON FORD PROJECT INTERNSHIP

NAME OF INTERN _____ CAMPUS _____ MONTH _____

DIRECTIONS: Please indicate in the appropriate spaces the number of hours devoted to observations, conferences and meetings as well as the number of Special Projects completed for each of the following types of Internship Assignments. Spaces are provided for the cumulative totals through the current date. The back of this form is to be used for recording critiques (both pro and con) of activities of the month (Visitations, Committee Meetings and Seminars) you consider significant.

VISITATIONS (Record in Hrs.)	Teaching Methods: Confs.	Teaching Methods: Teachers or Classes Observed	Program Orientation: Conferences or Labs Visited
Your Discipline	_____	_____	_____
College & Univ. Parallel Classes (Other than your Discipline)	_____	*(6)	_____
Career Program			
Agro-Business	_____	_____	_____
Business Related	_____	(2)	*(2)
Engineering Related	_____	(2)	(2)
Health Related	_____	(2)	(2)
Public Service	_____	(1)	(1)
General Curriculum Program	_____	_____	(1)
Developmental Program	_____	_____	(1)
Continuing Education Program	_____	_____	_____
Student Personnel Services			
Admissions & Registrar			(1)
Counseling Services			(2)
Co-Curricular Programs			(1)
Financial Aids			_____
Student Government			(1)

SPECIAL PROJECTS	Minimum	Total Completed
Audio Tape on Instruction	(1)	_____
Choice	(2)	_____
Field Assignment	(1)	_____
Job Search	(25)	_____
Student Eval. of Teaching	(2)	_____
Student Learning Problem	(1)	_____
Video Tape of Teaching	(1)	_____

COMMITTEE MEETINGS		Total Hours
COLLEGE		
Career Advisory	* (1)	_____
College Advisory	(1)	_____
Counseling	(1)	_____
Departmental Faculty	(1)	_____
Division Chairmen	(1)	_____
Division Faculty	(1)	_____
Faculty Association	(1)	_____
General Faculty	(1)	_____
Student Senate	(1)	_____
Student Services Advisory	Opt.	_____
Student Services Staff	Opt.	_____
DISTRICT		
Business Services	Opt.	_____
Data Processing	Opt.	_____
Financial Aids	Opt.	_____
Institutional Research	Opt.	_____
Instruction	(1)	_____
Instructional Resources	(1)	_____
JCD Board of Trustees	(1)	_____
JCD Council	(1)	_____
President's Council	(1)	_____
Student Personnel Services	Opt.	_____
OTHER COMMITTEES	Opt.	_____

* Minimum for Semester

Form FP-T-5 6/70

(OVER)

DATE	ACTIVITY DESCRIPTION	SIGNIFICANT CRITIQUES - PRO OR CON (Visitations, Meetings, SEMINARS)

☐ EVALUATION SUMMARY

☐ CUMULATIVE PROGRESS REPORT

Semester _____

INTERN	TEACH-LOAD	CHECK-IN SHEET	SELF DEV. PLAN	PROGRESS REPORTS					SPECIAL PROJECTS								VISITATIONS						SEM.			EVALUATIONS					CONFS.					
									AUDIO TAPE	CHOICE		FIELD ASSIGN.	JOB SEARCH	STUDENT EVAL. TEACHING		STUDENT LEARN. PROB.	VIDEO TAPE	CLASSES			ORIENT. CONFS.	COMM.		CRITIQUE	ATTENDANCE	PARTICIPATION	SUPV.			FINAL	DIV. CHR. FINAL				CLASS VISIT	COMP. RATING	TECH. ED.
																		OWN DISCIPL.	LIB. ARTS	CAREER		DISTRICT	COLLEGE													

Form FP-T-6 1/71

SOME SUGGESTIONS FOR CLASS VISITATIONS

Certainly each Intern should make a point to arrange for visiting a number of his Supervisor's classes, as well as other teachers or even other Interns in his discipline at all three colleges. It is also advised that ones Division Chairman be included for a visit. In addition, Interns are encouraged to visit classes outside their disciplines. These should include not only related liberal arts and career type classes, but other classes taught by outstanding teachers. This opportunity to observe various JCD Faculty teach can be a most important benefit for Interns. It can provide a source for ideas on effective methods of helping students learn. The following list includes some suggestions for visits. Certain methods of presentation (M of P) in which certain teachers may be particularly helpful are indicated in the legend. Interns are requested to clear arrangements with Faculty members before making visitations. Pre- & post conferences have been found to be beneficial to Interns. It has also proven helpful to have Faculty critique Interns' classroom teaching. Since these suggestions are not intended to be comprehensive, Interns should feel free to broaden the scope of their visits.

Legend

Audio tutorial	- AT	Discussion group	- DG	Overhead Projector	- OH	Slate Approach	- SL
Audio-visual approach	- AV	Laboratory	- LA	Program Promotion	- PP	Student Motivation	- SM
Chalk board	- CB	Lecture (large group)	- LL	Questions	- QU	Student Participation	- SP
Demonstrations	- DE	Lecture (small group)	- LS	Responder System	- RE	Team Teaching	- TT

OCCUPATIONAL AREAS

Business Related	Person	College	M of P
	Mr. K. Crabtree	FV	
	Dr. J. O'Grady	FV	
	Mr. J. Rezny	FV	
	Mr. E. Ruhlman	FV	
	Mr. J. Sharp	FV	
	Mr. R. Steitz	FV	
	Mr. D. Daniels	FP	
	Mr. D. Davis	FP	LS
	Mr. D. Streifford	FP	
	Mrs. M. Fuller	FP	
	Mr. U. Handy	FP	
	Miss B. Boyce	FP	
	Mr. J. Miller	FP	
	Mr. G. Brown	M	
	Mrs. J. Anthoney	M	SM, PP
	Mr. G. Govera	M	DG, AV
	Mr. E. Hoffman	M	DG, CB
	Mr. T. Hilgeman	M	
Business Related (Cont.)	Mr. J. Longi	M	SM
	Mr. G. Wang	M	LS
	Mr. F. Warfield	M	
Engineering Related	Mr. T. Bingham	FV	LS, LA, SM
	Mr. K. Smith	FV	
	Mr. R. Wencker	FV	
	Mr. P. Wilson	FV	LS, LA
	Mr. J. Craig	FP	AV
	Mr. D. Miller	FP	
	Mr. J. Rehg	FP	SM, SP
	Mr. A. Grunman	M	SM
	Mr. W. Morath	M	
	Mr. A. Ostergaard	M	OH
	Mr. A. Wilson	M	

SOME SUGGESTIONS FOR CLASS VISITATIONS

ACADEMIC AREAS (Cont.)

Social Studies	Person	College	M of P
	Mr. T. Finkelston	FV	
	Mr. L. Gordon	FV	
	Mr. E. Ituen	FV	
	Dr. M. Marty	FV	SP
	Mr. L. Wells	FV	
	Dr. D. Vossick	FV	
	Mr. J. Dickerson	FP	
	Miss C. Heyne	FP	
	Dr. A. Lampe	FP	LL, DG
	Mr. S. Piekarski	FP	
	Mr. P. Witte	FP	
	Miss S. Acquaviva	M	
	Mr. J. Biegelsen	M	LL, SM
	Dr. F. Brown	M	
	Mr. T. Cravens	M	
	Mr. A. Niven	M	
	Dr. W. Rivers	M	CB, SM
	Mr. J. Wheeler	M	SP
	Mr. R. Smith	M	
	Mr. R. Baker	M	

COUNSELING

Mr. R. Ankenbrand	FV	
Mr. N. Hartman	FV	
Mr. P. McCracken	FV	
Miss H. Beck	FP	
Mr. J. Roth	FP	
Dr. F. Witherspoon	FP	
Miss M. Bergmann	M	
Mr. M. Branom	M	
Mr. M. Davies	M	

SOME SUGGESTIONS FOR CLASS VISITATIONS

OCCUPATIONAL AREAS (Cont.)

	Person	College	M of P
Health Related	Mrs. M. Kretzer	FV	TT
	Mrs. C. Cade	FP	
	Mrs. J. Hediger	FP	TT
	Mrs. M. Honti	FP	
	Mrs. T. Teachenor	FP	TT
	Mr. D. Termaat	FP	
	Miss B. Woodruff	FP	
	Miss M. Algarda	M	
	Mrs. B. Meyer	M	TT
	Mrs. K. Schejbal	M	TT
Other Career Areas	Mrs. E. Frasier	FV	PP
	Mr. W. Bock	FP	
	Mr. P. Bell	M	LS, OH

DEVELOPMENTAL COURSES, GENERAL CURRICULUM & PROJECT AHEAD

	Mr. T. Schnell	FV	AV
	Mr. C. Gilbert	FP	
	Mr. S. Rabushka	FP	
	Mrs. F. Mangan	M	

ACADEMIC AREAS

Communications	Mrs. M. McClintock	FV	
	Mr. I. Cruickshank	FV	
	Miss K. Dempsey	FV	
	Mrs. A. Taylor	FV	
	Mr. J. Craig	FP	
	Mr. R. Estes	FP	SM, DG
	Mr. J. Hoelscher	FP	AV
	Mr. M. Jackoway	FP	

ACADEMIC AREAS (Cont.)

Communications, (Cont.)

	Person	College	M of P
	Mr. C. Buzzard	M	
	Mr. J. Dunne	M	SL, SM
	Mr. R. Pease	M	
	Mr. A. Warner	M	
Humanities	Mr. C. Jones	FV	
	Mr. E. Menges	FV	SM, SP
	Mr. K. Schuller	FV	
	Mrs. F. Gillette	M	SM, SP, D
	Mr. H. Machin	M	
	Mr. R. Sikes	M	
	Mr. S. Wayne	M	
	Mr. J. Sala	FP	D, SP
Mathematics	Mr. C. Bruns	FV	
	Mr. J. Matejcic	FV	SP
	Mr. J. McIntosh	FP	
	Mr. F. Stone	FP	
	Mr. R. Monsees	M	
	Mr. H. Pullen	M	
Physical Sciences	Mr. W. Aldridge	FV	
	Mr. L. Bay	FV	
	Mr. P. Kellams	FV	
	Mr. J. Yoder	FV	
	Mr. J. Berg	FP	
	Mr. M. Delgarda	FP	QU, LL, OH
	Mr. D. Dunbar	FP	AT, OH
	Dr. O. Duggins	FP	LL
	Mr. D. Campbell	M	AT
	Mr. A. Greer	M	SM, DG
	Dr. R. Heider	M	AT
	Mr. J. Walka	M	LL, SP

APPENDIX IX
(EXAMPLE OF PROGRESS REPORT)

DATE	ACTIVITY DESCRIPTION	SIGNIFICANT CRITIQUES - PRO OR CON (Visitations, Meetings, SEMINARS)
	VISITATIONS	
9/16/70	CV-Mr. Hoffman - Creative Selling, MCC	Used personal references and experiences to advantage. Used analogies to clarify points. Question and Answer session very effective.
9/16/70	CV-Mr. Longi - MCC Elementary Statistics	Wow! He really comes across. First teacher I've seen that made Statistics an enjoyable subject and still achieved learning goals.
9/21/70	Mr. Lynn, Chemistry Open Lab, MCC	Students having problems find that Mr. Lynn is most sympathetic to their needs. Excellent.
9/22/70	Mr. Bingham, Elect. 10:00-11:00, Tues, FVCC	An exceptional instructor. Fantastic rapport with students. He spoke their language. Students liked him and respected his competence in area of electrical engineering.
9/22/70	Mr. Ruhlman, Business 8:00-9:00, Tues, FVCC	Uses lecture effectively. A very personable teacher which seems to help matters at 8:00 in the morning.
9/29/70	Mr. Finkelston, Non-Violence in America 2:00-3:00, Tues, FVCC	A remarkable class, teacher, student body. Great issues arose and a few answers evolved. This teacher is tremendous and so are his students. They have arranged to meet on Sundays. How about that!
9/30/70	Mr. Menges, Art Apprec. 2:00-3:00, W, FVCC	Excellent lecture, great issues. Effective personality. Made the video tape today.
9/30/70	CV-Mr. Metecjic FVCC	A "must" class to visit. He is terrific. Manner of teaching, choice of demonstrations by OH & chalk board left me feeling rather breathless and quite inadequate. He is really a fine teacher to hopefully emulate (probably never make it in a million years!!!)
10/8/70	Conference with Uvan Handy, FPCC	Discussed accounting program problems unique to FPCC at some length. Discussed special project and ways to arrive at the most comprehensive study of accounting at the 3 colleges.
10/8/70	Visited FPCC General Curr. & Development	Charles Gilbert and Dick Sadler gave us well over an hour's presentation on the general curriculum. Most of us were so enthused and interested we plan to return for further observation and discussions.
10/14/70	Anita Taylor-Speech FVCC	Visited class day following her presentation at FV because she impressed me so well at the seminar. Her class was equally stimulating. I'd strongly recommend having her again as a resource person.
10/15/70	Counseling Center-2 hrs. with Dean Munden and Mike Davies, MCC	This was an extremely informative and helpful session. Answered a lot of questions I had in the area of counseling.
10/21/70	Miss Algarda, Roentgenology I 11:00-12:00, W, MCC	Excellent instructor. Practical aspects of dental work in lab. class observation and conference.

November 19, 1970

MEMORANDUM

TO: Ford Interns

FROM: C. R. Hill

SUBJECT: Audio Tape on Instruction

A number of Interns have commented recently that they believe the instructions for the special project on the audio-tape need clarifying, so here goes:

First, the differences compared to the Video Tape. The Video-Tape is intended to help each Intern gain a better understanding of how he or she comes across to his or her students as a teacher - no problem here. The Audio-Tape also does this to a degree, but it is intended primarily as an auxiliary means for presenting instructional material and to help acquaint Interns with the I. R. dial-access system.

The procedure: select a unit of instruction in your discipline (a block of 10 - 15 minutes duration should suffice) that lends itself to this form of presentation. Decide on how you want to coordinate any exhibits for use by students with your tape and then record. (In this case, use your own voice instead of a professional's.) Pre and post tests are also suggested as a means of helping you evaluate the effectiveness of your Audio-Tape.

CRH:dls

June 2, 1970

SPECIAL PROJECT

AUDIO TAPE ON INSTRUCTION

The Problem:

How to effectively teach logical fallacies.

Background

The ability, in varying degrees, to recognize and categorize the various types of logical fallacies that are used consciously by propagandists and unconsciously by inexperienced writers is a prerequisite for the successful completion of most English courses, whether developmental, career, or transfer. Creating a learning package for this subject that is both informative and interesting has long been a problem for me. The best received lesson I have put together for this subject is based around an oral interpretation of Max Schulman's essay, "Love is a Fallacy." However, the essay is too long to read to a class in one hour and too difficult for an amateur interpreter to do well before a live audience.

Action:

Recording the reading on the Chester Dialogue in the Instructional Resources Lab seemed the perfect solution to the dilemma. With the help of Charles Rock of the FVCC Instructional Resources Staff, I recorded the essay in the college recording studio on tape and directed the IR personnel to place the tape on the Chester Dialogue. I alerted my colleagues and my students to its presence and use.

Findings:

I found that both my students and colleagues profitably utilized the recording. The students complimented me on the recording and were appreciative of the advantages that having the lesson on the dialogue afforded them. These same feelings were expressed to my colleagues whose students utilized the tape.

Recommendation:

I recommend the use of the dialogue and the use of taped recordings of particularly important or difficult lessons whenever possible. It is a learning device much neglected by instructors but greatly appreciated by students. I shall certainly make much more use of it after my successful initial contact.

May 1970

SPECIAL PROJECT

AUDIO TAPE ON INSTRUCTION

Objectives

1. To introduce my students to audio tape as a technique for learning. Some of my students had previously used audio tapes in other classes - such as programmed language instruction - but I wanted to be certain all had an opportunity to use tapes in a business course.

Actions

I used the facilities of the Modern Languages Lab at _____ rather than those of the Library. I did this for several reasons: (1) the Language Lab is located more conveniently for my students; (2) the Lab has excellent audio facilities and _____ her staff are more than happy to have other instructors use them and (3) I wanted to learn as much as possible from _____ and her associates about audio-visual methods and programmed instruction using these techniques. They do a lot in this area.

I chose as my topic a summary of the article "Marketing Myopia," which Theodore Levitt wrote for the Harvard Business Review. Dr. Levitt is on the staff of the Harvard Business School. His article was so original and thought-provoking that it established a record for reprints. I felt that my students could both benefit from, and understand, his observations.

I developed a Study Guide (attached) to be completed by the students. I did this to help them test themselves on their understanding of the material.

Critique

1. It was educational to hear my own voice. I really am monotonous - as some students have told me - and I need to develop more inflection and feeling in my speech.

2. I now know what facilities are available at _____ to make an audio tape, and how to make and use a tape with a minimum of effort.

3. I learned that most of my students like this method of instruction. It can be used to impart additional knowledge, or as a method of reviewing material covered in class. The Study Guide worked well.

SPECIAL PROJECT

AUDIO TAPE ON INSTRUCTION (Cont.)

Critique, Cont.

4. As a bonus of working with Dr. Lottmann and her staff, I learned that programmed instruction works well for a subject where it is first necessary to learn certain rules, and then to practice applying these to attain proficiency. Languages meet these criteria, as does accounting in the business administration area.

April 30, 1970

SPECIAL PROJECT

VIDEO TAPE OF TEACHING

A video tape of my lecture on "Cardiac Arrhythmias" was made on April 14. Since my master teacher was present during the lecture, she did not review it with me.

Comments after viewing the tape:

1. The objectives were stated, and the lesson was adequately planned to achieve the objectives.
2. Verbal presentation was adequate.
3. Transparencies were used to show a normal E.K.G. and to outline the lecture.
4. Timing was adequate.. the lecture lasted for 50 minutes as scheduled.
5. The various arrhythmias were discussed according to etiology, symptoms, and the nurse's role, including drug therapy.
6. Student questions were answered, but at times I did not repeat the question so that the explanation was wasted on the students who didn't hear the question.
7. Mannerisms were apparent - and I was not aware of them - such as scratching under the eye, brushing hair back, pulling at ear lobe.
8. At times I looked like I was scared, and yet have no memory of feeling this way.
9. The transparencies (the outline) was not as neat on the tape as I thought it was when I prepared it.
10. At times the lecture seemed to drag, but this happened when I allowed the students adequate time to take notes.

The video tape is an excellent tool for self-evaluation; I learned a lot about my presentation by reviewing this tape. I can see so many uses for instructional television in the Junior College setting - especially in the nursing department. With very large classes, each student can clearly see demonstrations - and these demonstrations are often wasted when 75 students crowd in to see one instructor using some equipment, or showing how to do a particular procedure. This was a very valuable experience.

May 1970

SPECIAL PROJECT

VIDEO TAPE OF INSTRUCTION

Objective

The objective of this project was self-evaluation of my teaching techniques by actually watching myself teach. I was somewhat reluctant to see myself as I actually am -- and as others see me -- but this seemed to be a natural reticence shared by other interns. I have used video tape as a technique for sales training, and I learned so much new from that experience that I felt certain video tape would be beneficial in helping me improve my teaching.

Background

I made the tape with my marketing class on May 20. We used the Speech Lab at _____ because the equipment was already set up there, and the acoustics are good. The students enjoyed the change in meeting places, and the excitement of doing something new. The class presentation method was lecture-discussion.

Critique

I invited my supervisor, Mr._____, to view the tape with me. He was favorable in his comments. The two major problems that I seem to have is a tendency to say: "yeah," rather than "yes," and a tendency to show impatience in my facial expression while waiting for a student to answer a question. Also, I "rock" from foot-to-foot much more than I realized, and this can be disconcerting to students.

The tape was not as technically perfect as I would have preferred. There was no pick-up michrophone for the students, and thus their discussion was often inaudible. Also, we attempted to use the "split screen" technique -- that is, on part of the screen I would be shown, and on the other part the students' simultaneous reactions and discussion. Due to the inexperience of the cameramen, we were not able to fully utilize this technique. However -- from the few shots we did get -- I'm convinced that the "split screen" method is a very effective learning device for teachers. It should enable one to see exactly what "turns on" (and "off") his students.

One drawback to the use of video tape is that the students are more interested in watching their own images on the screen -- and the cameramen -- than they are in participating in the class. The remedy for this may be repeated exposure to video tape so that the novelty wears off.

Conclusion

This was a worthy project. I plan to repeat it at least once a semester while teaching. I will be teaching a course in salesmanship next Fall, and I plan to video tape students in role playing sales situations. The "split screen" technique should be very effective for this -- the screen can be split between the salesman and his prospect, allowing the student to replay his sales presentation and see exactly what effect it had on his prospect.

March 17, 1971

MEMORANDUM

TO: Ford Interns

FROM: Charles R. Hill, Director, Ford Project for the Preparation of Teachers

SUBJECT: Instruction Evaluation Forms

Attached for your information is an example of an Instruction Evaluation Form which may provide you with some helpful feedback for increasing your teaching effectiveness. I would like for each Intern to have his students evaluate his teaching twice during the semester - the first, some time near mid-semester and the second, near the end of the semester. If you prefer, another form may be used for one of your classes, but do use the attached form with at least one of your classes.

An example that was prepared by a former intern should serve as a helpful guide for you in preparing your write-up of this special project.

Call Mrs. Simpson on Extension 8-15 to let her know when you need evaluation forms and the quantity required.

CRH:dls

Attachment

June 2,

SPECIAL PROJECT

STUDENT EVALUATION OF INSTRUCTION

The Problem:

How do my students evaluate my teaching?

Background and Actions:

I waited for what I considered a reasonable length of time before asking the students to fill-out the "student evaluation of instruction form" provided by Dr. Hill. By the time the instrument was passed out, I had become settled in the routine of my classes and internship and my students had been exposed to my personality and methods, or lack of them, for over a month.

I administered the evaluation form to both of my classes on March 18 and administered a re-evaluation to one class on May 25. Giving the second evaluation to only one class was due to a lack of forms and to my belief that a re-evaluation by my ___ class would only lead to a repetition of the original results.

Findings:

The cumulative results of the evaluations are attached. The results of the ___ class were not surprising, nor were they particularly helpful. However, the evaluation of the _____ class indicated to me that the class was dissatisfied with the course and the instructor's ability, or they were biased in their judgment. A second evaluation by the _____ class proved both possibilities had contributed to their giving me an initial evaluation much lower than that of the ___ class.

The initial evaluation of the _____ class told me that I had much room for improvement as a teacher. An intense effort was made by me to get through to those students both as a teacher and as a person and to improve my teaching techniques. The results of my efforts speak for themselves. My second evaluation moved significantly to the left of the scale, showing that most of the time, I now manifest the qualities of an effective teacher; while at the same time, my students became more realistic about the course and their grades. On the first form six students rated me "better than average" and six "about average." One of the students expected to receive the grade of "A", eight "B's", and three "C's". On the second evaluation, ten rated me "better than average" and only two "about average." Their grade expectations had dropped to zero "A's", three "B's", eight "C's", and one "D".

It was unfortunate that I had one student who was a complete and utter misanthrope. His evaluation of a teacher, himself, and of life is distorted by his own myopic and unhappy world view.

June 2, 1970

SPECIAL PROJECT

STUDENT EVALUATION OF INSTRUCTION, Cont.

Findings, Continued

The evaluations pinpointed my real or imagined weakness as a teacher, but more important, it enabled me to check my ability to correct those weaknesses.

Recommendation:

I recommend that teachers universally use this type of evaluation in each class they teach and that their promotion and salary be based heavily upon the results.

Reissued 4/70

STUDENT EVALUATION OF INSTRUCTION

Course Name _____ Date _____

Directions to Students:

Your opinions are helpful in improving instruction. Since the major responsibility of this College is instruction, your instructor in this course is very much interested in your opinions so that he can become more effective in the art of instruction. This questionnaire should not take more than 10 minutes to complete.

YOUR REPLYS ARE CONFIDENTIAL. DO NOT SIGN YOUR NAME.

PART 1

Answer each of the following questions by checking the space which comes closest to how you feel about the instruction or instructor of this class.

THE TEACHER:	Almost Always	Usually	Sometimes	Almost Never
1. is enthusiastic about teaching?	8	4		
2. listens to class opinions in matters affecting the students as a class?	5	4	2	
3. comes to class well prepared?	8	3		
4. is tolerant of students who question his statements?	4	4	3	
5. answers student questions?	9	2		
6. provides answers that make sense?	1	9	1	
7. helps me overcome difficulties I have in the course?	4	4	3	
8. recognizes me as an individual?	5	2	4	
9. tests cover assigned materials?	7	3	1	
10. grades fairly?	5	3	3	
11. admits mistakes?	6	4		1
12. aids he uses, such as overhead projector transparencies, help me?	4	3	4	
13. defines objectives at the beginning of the course?	5	3	2	1
14. respects varying viewpoints on subjective matters?	4	2	5	

Student Evaluation of Instruction (Cont.)

	Almost Always	Usually	Sometimes	Almost Never
15. gets me interested in his subject?	3	4	3	1
16. makes learning active for me by stimulating thinking, encouraging participation, guiding discussion?	2	6	3	
17. knows subject thoroughly enough to organize course and relate it to me?	6	4	1	
18. displays an active, personal interest in me by being easy to approach, patient, willing to help?	7	3	1	
19. presents what he has to say clearly, at my level of understanding?	4	7		

PART II

Please answer each of the following questions with a brief statement: (Use other side, if necessary)

20. What is the best thing, for you, about the way this instructor teaches this course?

21. What is the worst thing, for you, about the way this instructor teaches this course?

PART III

CHECK LIST: Below are some lists of possible suggestions for the teacher. Put a checkmark in front of those you think he needs to give greater attention than he has this semester.

22. THE TEACHER SHOULD:

	a. speak more loudly		k. improve his personal appearance by _____
1	b. speak more clearly	1	l. get better acquainted with his students
	c. speak with less monotony	2	m. try to eliminate annoying mannerisms such as _____
	d. use more familiar words	2	n. stop using questions as a means of "picking on" students in class
	e. present material slower		o. respect student viewpoints on controversial matters, rather than "taking it out" on the student in the form of grades.
	f. use more humor in class	1	
2	g. should write more legibly		
1	h. leave material on board longer		
	i. should get to class on time.		
2	j. be more prompt in ending class on time		

1	p. stop embarrassing students in front of class	
	q. maintain scheduled office hours	
	r. keep scheduled appointments with students	
	s. stop playing favorites	
2	t. use more effective visual and auditory aids	
	u. hand out a mimeographed outline of the course	
1		v. give tests and examinations more often
1		w. give tests and examinations less often
		x. place less emphasis on rote
4		y. make assignments more clear and understandable
5		z. have more class discussion and questioning

23. Overall evaluation of instruction in the class compared to the instruction I have received in other JCD courses:

a. ☐ better than average - 6

b. ☐ about average - 6

c. ☐ below average

24. What is your grade in this course to date? A-1; B-8; C-3

PART IV

COMMENTS: In the space below, write any additional comments you wish to make about the course and the instructor.

January 1970

SPECIAL PROJECT

FIELD ASSIGNMENT

WORKING WITH SCHOLASTICALLY DISADVANTAGED STUDENTS IN THE VOLUNTARY IMPROVEMENT PROGRAM OF ST. LOUIS COUNTY, MISSOURI

Description:

I taught high school level freshman and sophomore English one night a week for eight weeks at the Voluntary Improvement Program center at _____ School. The program is an unfunded project of the Human Development Corporation of St. Louis, in conjunction with various civic agencies; in my case, the agencies were the _____ Neighborhood Association and _____ School.

Purpose:

I suppose that I had three reasons for undertaking this project. The first was guilt. I talk and have talked quite a bit about helping disadvantaged people, but I really haven't done much in any organized way; VIP is hard-pressed for teachers and I would have felt guilty if I had not done something.

The second reason, quite honestly, was to achieve the sanctimonious and pharasitical pride that comes from doing Good Deeds.

The third reason has more practical relevance to my career as a junior college English teacher. Much of the English teacher's work at any open-door community college worth its salt is the handling of students who need remedial attention. And remedial English is toughest to teach; at _____, for example, only the more experienced teachers are given remedial classes. Thus, I wanted to gain something more than just a token experience in working with adults who have had scholastic problems-- especially black adults who have had scholastic problems. (Parenthetically, I might muse here that it is unfortunate that educational has come to be synonymous with scholastic, and uneducated with unschooled. My experience with these and other unschooled people has taught me to see that probably the majority of the unschooled are definitely not uneducated. Most people, schooled or not, learn more from uncurricular activities than from a formal situation. As a matter of fact, all arts, letters, and sciences is are a synthesization of informal experiences.)

The Project Itself:

Well, the project itself amounted to teaching what I could of tenth grade-level reading comprehension and writing skills to twelve black women. They were a joy to work with-- highly motivated, dilligent, co-operative. It is no easy thing to sit at desks built for ten year olds and apply oneself to skills long unused and not-quick-in-coming-- all of this after having put in an eight-to-ten hour day as a cook, laundress, or janitress.

January 1970

SPECIAL PROJECT

FIELD ASSIGNMENT

Working With Scholastically Disadvantaged Students in the Voluntary Improvement Program of St. Louis, County Missouri,(Continued)

The Project Itself, Cont.

What did I learn? Patience: Looking at the world through a slammed door does strange things to a person's logic and sensibilities-- and this is the way these women do look at the world, to a great degree. It takes time to see things approximately as they see things-- and more time to get them to see alternative views.

Relaxation and tact: Part of the patience, really. One has to explore a question from all possible angles-- without appearing to be weary or bored. Some nights I was enormously tired, but I worked at not letting it show for fear that the students would interpret it as a boredom with them. One curt or weary gesture and c rapport has been broken. Each in the class was painfully aware of her inadequacy and in many cases had exaggerated it out of proportion. I worked too hard to build confidence in them to too suddenly tear it down.

Summary:

To state, in toto, all that I learned would take me many pages, would entail the telling of the life experience of each one of the students, the reasons for their poor adaptation to school, etc. Suffice to say, I learned much. And have at least the rudiments of a mode of handling a remedial English class, should I ever have another one-- which, in all probability will be the case when I begin teaching in earnest.

October 16, 1969

SPECIAL PROJECT

(Field Assignment)

FIELD TRIP TO INDUSTRY * MISSOURI CORPORATION

Objective:

To familiarize myself with the business world, of which I shall be teaching. To see, to observe, to question, in order that I may be better equipped to relate to my students the actual practices about which our authors shall be talking.

Procedure:

On the above date, Richard Stevens had arranged for a conducted tour of the plant for which he formerly worked. Mr. Stevens conducted a group of his own technical students and, since he had given a blanket invitation to all the interns, I took advantage of this opportunity to become better acquainted with the manufacturing processes about which so much of the subject matter I teach is related. The group consisted of about a dozen students from his class plus myself. Part of the plant was closed to us since it is involved in top secret governmental work. The part of the plant which we were able to see, however, was working on various types of aircraft assemblies. Of particular interest was the area in which they were constructing simulated trainers. These machines, when finished, cost in excess of $1,000,000. We were fortunate that day, since some customers from Japan were present and "test flying" one of the completed simulators. It was simply fantastic to watch that machine take off, climb, level off, and simulate a number of emergency situations, all while sitting right there in front of us.

To say that the trip was exciting and stimulating is a gross understatement. I could fill several pages talking about the numerous specialized processes which we watched in operation. All of the work here, as contrasted to my later experience at _____, is very exacting and conducted in almost hospital-like environments. At _____, everything was dirty and there was lots of noise and it almost seemed, at times, as if they were actually slamming the automobiles together. At _____, the employees were highly-skilled technicians. When I later compared their work attitude with the production employees at _____, it was very obvious as to the difference in the two plants.

Last but not least, Mr. Stevens arranged for a gab session with three persons of department-head level. The short talks they gave plus the give-and-take discussions that went with it, was simply fabulous.

October 16, 1969

SPECIAL PROJECT

(Field Assignment)

FIELD TRIP TO INDUSTRY * CONDUCTRON MISSOURI CORPORATION, Cont.

Conclusion:

I was very well pleased with the experience and information gained as a result of this field trip. This very brief memo does not begin to do justice to all of the things we were exposed to in the almost four hours of our tour. It was a very educational experience to me personally and I believe it has given me a better understanding of what goes on out here in part of this business world about which I shall be teaching.

May 29, 1970

SPECIAL PROJECT

STUDENT LEARNING PROBLEM

Problem:

I have taught _____ this semester. After initial testing with the _____ Test, I found student _____ to have good potential. His beginning efforts were very good. Then suddenly, after one or two absences, he announced that his father had had a _____ and that he wished to be excused from classes for a while in order to help at home. Being sympathetic, I gladly excused him and said to come back when he could. Several weeks later he re-appeared in class only to say that his father had passed away, and his mother had suffered a nervous breakdown, and could he be excused from class some more. Who, with a pulsating heart, wouldn't buy that story? Of course, he could be excused, and we were deeply sorry at his loss.

After a seemingly long absence, I called his home to inquire how he was and how his mother was progressing. To my surprise his mother answered the phone, listened quietly as I expressed sympathy at their loss, then handed the telephone to....you guessed it, the father! The story was as much of a surprise to them as the truth was to me.

So, with a brief history from them as to L.S's performance in high school (which was good, except for____), his personality (he had always been a _____), and his dating (_____ _____ ____), I agreed to check with his other instructors to find out for all concerned just where the problem lay. Sure enough, he had conned each of his other three instructors with the same story. But I presume that by being an intern and carrying a lesser load than regular instructors, I was able to be more concerned about this student. Besides, like a novice newspaper reporter, I felt I had a real story working here, and I wanted to "cash in" on it as a student learning problem.

(Dear God, may I always have this concern for a student with a problem!)

At any rate, I persuaded the other instructors not to drop ____ due to excessive absence until I had a chance to investigate further.

After more consultation with his father, I was able to arrange a conference with ____ Here he unfolded his story to me, very apologetically. It seems that he was getting behind in his drawings in my class, as well as other assignments in his other classes, so he took it upon himself to work in the library during school periods in order to catch up. Needless to say, he kept getting farther behind, as well as missing out on lectures and tests. Actually he was growing very despondent.

May 29, 1970

SPECIAL PROJECT

STUDENT LEARNING PROBLEM, Continued

Solution:

After convincing him that I held no malice toward him for the wild tales, that I wanted to help him, and that I understood his problem since I have a son his age, I saw a spark of hope and enthusiasm appear on his face. I suggested that he not miss any more class periods, start with the new current assignment (it was then mid-term) and keep up with the daily work. Then, as he could find time, begin making up back work.

Results:

Now that the semester is almost ended, I find this plan has worked. Going into final exam week he has made up almost all of his back drawing plates, kept up with current work, and should come through the course with a "__" grade.

Upon checking with his other instructors, I find he is performing almost as well in his other subjects, to the degree that he is on the pass-fail border of only one course, and stands a good chance of passing with grade of "__"; the other two are between "__" and "__", depending on two back reports still due.

I feel that in searching out his problem, I have gained much toward having an understanding of what can happen if no one cares about a student in trouble. Since he was too ashamed to share the problem with his parents, it was understandable that they were at a loss to help. However, their understanding and cooperation helped greatly in bringing this episode to a happy end. I shudder to think what consequences this lad might have suffered if someone had not taken an interest and checked his story. If we instructors -- interns and professionals, old and young -- could but keep that glow of enthusiasm alive when it begins to falter in a student, we will have earned the right to be called, "teacher".

Post Script

Since all of this story has unfolded, the father of ____ has received a promotion in his work, been transferred to an _____ unit within the post office department and found a need to become familiar with _____. So he has purchased the necessary text and workbook, I have furnished him a complete list of assignments and he and _____ have been working together on the _____ problems. Since _____ has been at it longer, he has gained much in review by having to explain and discuss the assignments with Dad. I feel that a closer tie of communication between father and son have been created here -- what a bonus!

SUGGESTIONS FOR FORD INTERN SPECIAL PROJECTS

Special projects are intended to facilitate Interns in using the J.C.D. as a laboratory to help them in becoming more effective community college teachers. Projects should be selected that involve the Intern in making contacts with Faculty, students, administrators, career program advisors, etc., rather than projects which could be researched just as well in university libraries. Ideally, ones discipline would serve as the focal point for projects. The advice of Supervisors and Division Chairmen may be an important source of assistance for these projects.

ADMINISTRATION

Role of the division or department chairman in your discipline.

The aspects involved in initiating a program in your field.

CURRICULA

Career curricula costs.

The JCD instructional organization and the involvement of academic disciplines in Occupational curricula.

Needs of semi-professional employees in a particular discipline.

Role of a specific Advisory Committee in curriculum development.

Establish the need for a specific occupation curriculum.

Procedures for changing or implementing a new curriculum.

Occupational curricula and the involvement of the Intern's discipline.

EMPLOYMENT

Starting salaries of recent JCD occupational curricula graduates.

Interview with a recent JCD graduate regarding his reactions and constructive criticisms of the JCD programs.

Use of your discipline on the job by graduates of Occupational curricula.

Employment opportunities available to JCD graduates.

Sources of information about occupations with respect to:

a. types
b. qualifications of the employee in the occupation
c. employment opportunities

Critique by a person employed as a semi-professional of a unit of instruction prepared by the Intern.

TEACHING INNOVATIONS

Develop instructional material for your class to use on the Bell & Howell Language Master Machine.

Develop an audio-tape and have it placed on the Chester Dialogue System for use by students in your class.

Prepare film strips or transparencies for use in your class.

Effective teaching techniques developed during the Internship-Core.
Develop behavioral objectives and tests for the courses you teach.

PUBLIC RELATIONS

Cooperative relationships between the JCD and ...

a. Area High Schools
b. Vocational High Schools (area)
c. Technical Schools in the area
d. Four-year Colleges & Universities

Recruiting students for occupational programs

STUDENTS

Case Study of a student learning problem arising out of Intern Teaching Assignments: involves obtaining background information, analyzing the problem and an evaluation of the solution used in attempting to solve the problem. (Requires the guidance of the Intern's Supervisor and Counselor.)

Case Study, based on student personnel records for classes the Intern has observed, showing the similarities and differences of students enrolled in Developmental, Occupational or Career and Transfer Programs.

Prime influences on the students in your classes to enroll in 2-year post-high school occupational programs.

Observe counseling of student and follow-up.

Follow student from first AM class through complete day to get bird's eye view of student's day in related subjects.

Objectively describe where the students are at the beginning of the semester in your class and then determine what they have learned in your course.

Role of the developmental program in helping students to successfully complete occupational programs.

Effect of vocational secondary education vs. non-vocational on students enrolled in Technical Career Program.

Compare Occupational students' success in the classes I teach with their success in the technical subjects.

Causes of attrition in the classes I teach.

Interview students regarding reactions to their JCD program.

A study of the backgrounds of the students doing well and those doing poorly in the classes I teach.

Student involvement in student association activities in relationship to academic achievement.

Aims, goals and political objectives of the present leadership of our student government.

The structure and function of student associations on campus and its relation to academic achievement.

Role of students in the substantive and procedural policy decision-making process.

Student logs - conclusions as to observations of students. Effectiveness? What's done with information.

Relationship between the number of hours students are employed each week and their academic success in the classes I teach.

TEACHER

Differences in the approaches required for effectively teaching large classes in contrast to small classes.

Prepare an annotated list based on JCD faculty recommendations of sources for information of value to teachers of students in Occupational or Career Programs.

What are the opportunities for advancement as a teacher in the JCD?

June

SPECIAL PROJECT

(Choice)

STUDENT RECRUITMENT

Since one of the problems of the program in which I was going to teach was student recruitment, the decision was already made before I arrived at _____ Community College that this was to be my special project.

_____ Laboratory Technology is a program planned to accommodate 30 students. The first class last year consisted of 10 students, all of whom finished. The present class has nine students, and all are expected to graduate. As of this date there are 14 students accepted for next year, and there is the potential for more applicants before September.

In order to evaluate the various techniques for recruiting students I decided to find out what other schools with similar programs are doing. I wrote to people working with the program in 44 other schools, and received 27 replies. I have compiled a mailing list of the individuals with whom I communicated, and I have attached a copy of the list.

I prepared a questionnaire for the students in the program now and sent the same thing to the students who graduated last year. This questionnaire was designed to learn what contact influenced them to come into the program. To date I have 14 returned out of a potential 19.

I had conferences with Dean _____, Ray _____, Reese _____, Joe _____, Hilda _____, and Gordon _____, in which I tried to ascertain the counselor's role in recruitment. In general I learned that you had darn well better not depend on them to find your students for you. They will help, but the prime mover should be the staff in the program.

We have been working on a slide film presentation designed to interest students in the program. Mrs. _____ and I have worked closely with Dean _____ in making this recruitment film. It is now in its final form and ready for production and distribution.

When I realized that some of our best recruitment comes from hospital laboratory personnel I started visiting these labs in order to become acquainted, and to acquaint them with our program. At first I went alone, then as Mrs. _____ realized the benefits to be gained she accompanied me on several of the visits. There is still much spade work to be done in this area.

Since _____ and _____ are the two most successful health career programs in our school I looked at their recruitment in an attempt to find things we could imitate. They both had good show-case displays at some time during the year, so we encouraged our students to prepare a display, which they did. It is colorful, attractive, in a conspicuous place.

June

SPECIAL PROJECT

STUDENT RECRUITMENT, Continued

When I complete my internship I will leave a recruitment plan which I have developed. I will not be here to help put it into practice, and one person working alone in the department will find it difficult to do everything suggested, but some of it can be done. I will attach a copy of the plan to this report. I expect to send a copy of the plan to each person who answered my inquiry about recruitment procedures in other community colleges. The letter of acknowledgement for help in the research which will accompany the plan is also included with this report.

This has been an interesting project. I hope that the things I have learned about recruitment in this program may help student recruitment in other schools as well as _____ Community College.

Dennis May

Special Project

(Choice)

THE ROLE OF THE BIOLOGICAL CURRICULA IN THE COMPREHENSIVE COMMUNITY COLLEGE

Problem:
How do the various aspects of biology relate to the various programs in a Junior College District such as the St.Louis-St.Louis County JCD? More specifically, of what importance are the biological sciences to the students of this District?

Introduction:
The biology curriculum, as it is presently offered in the St.Louis JCD, is composed of one career and nine college parallel courses. There are no developmental or general studies courses offered in this area. Therefore, this discussion will be limited to two major topics: the Career Programs and the College Transfer Programs.

Career Programs:
The Career Programs are broken down into five major areas: Business-related, Technology-related, Health-related, Public Service-related and miscellaneous curricula. Of these, the Technology-related and miscellaneous curricula have no requirement of any phase of biological science. The other three areas do contribute students to biology courses, however, and therefore deserve consideration by the Instructor of Biology. (See Table I)

In the Business-related area, the only course requirement from the biological science curriculum is General Botany (70.208) in the Horticulture Program. This course should give the student an introduction to the study of plants, with special emphasis on plant nutrition, growth, physiology, and reproduction. These topics should be presented in sufficient depth for the horticulture student to be able to make judgments in his future occupation; more specifically, this course willhopefully give him an understanding of why he will perform certain tasks. Knowing the reasons for his duties will help him to become a semi-professional worker, rather than a skilled technician at best.

Introductory Biology I (70.101) will satisfy the natural science requirement of four other Business-related curricula. Three of these might be designated Art curricula; Advertising Design, Commercial Art and Technical Illustration. In

Dennis

SPECIAL PROJECT May

Career Programs, continued:
these programs, Biology may be of value in that an artist must be aware of his environment to interpret it; indeed, in order to abstract the real, he must first know the real. Thus, Biology can offer the artist more concrete conceptualizations of natural form and structure from which he can produce his own interpretation.

The Hotel, Motel and Restaurant operation program has a science requirement which Biology can fill. The student in this program could benefit from knowledge of disease and decay-causing organisms and of nutrition. These concepts can be given in other course work, but again the student benefits from knowing the theoretical aspects of a discipline so that he is not strait-jacketed by knowledge only of techniques and "cookbook" methods; he can make decisions in his occupation if he knows the reasons for a task, thus freeing his employer from the task of telling him exactly what to do at all times.

In the Public-service area, Law Enforcement and Library Service, both require a natural science which could be fulfilled by Introductory Biology I. In the case of the former, the purpose of the strong general education core is for discipline. The Law Enforcement program is unusual in its heavy emphasis on the general education component of the curriculum; likewise, a student in this curriculum generally performs as well in his academic subjects as he does in his specialty subjects.

Introductory Biology I is of value to the Library Service student in that he can be of more assistance to people seeking information in this area if he has some concept of where the information might be located. Thus, a Library Assistant must know a little of many types of knowledge so that he is aware of which books or periodicals might yield particular information.

The Health-related curricula depend more strongly on Biology courses than any of the other programs. Of the six programs currently enrolling students, five require varying amounts of biological science. The Medical Office Assistant program requires Typographical Anatomy (70.051). This course will provide this student with basic medical terminology which is encountered everyday in a clinic situation.

The Clinical Laboratory Technology curriculum requires Introductory Biology I (70.101), Human Anatomy and Physiology I (70.111) and Microbiology (70.135). The basic Biology course will introduce this student to scientific theory and method as well as acquaint him with basic biological concepts. The Anatomy and Physiology course will introduce him to basic structure and function of the human body. The Microbiology course will offer him further background in Biology as well as the important procedures of sterilization and of handling disease-causing organisms.

Career Programs, continued:
Human Anatomy and Physiology I and II (70.111 and 70.112) are required for the programs of Radiologic Technology, Nursing and Dental Hygiene. As in the previous case, these three programs enroll students who must be aware of the structure and function of the human body if they are to become successful. Microbiology (70.135) is also required of students in Nursing and Dental Hygiene. Again, students in these programs must have knowledge of disease-causing organisms. Finally, the Dental Hygiene program also requires Microanatomy (70.136), a Histology course which acquaints the students with structure and functions of tissues.

College Transfer Programs
Of the College Transfer Programs, only Engineering has no natural science requirement. Art and Business both require a science which could be fulfilled by Introductory Biology I (70.101). In these cases, the remarks made in conjunction with the Business-related Career Programs would also be applicable. Similarly, the Medical Records Librarian curriculum would be similar in some respects to the Paramedical Career Programs. The students aspiring to enter the professions of Medicine, Dentistry and Pharmacy may choose to take course work similar to the Paramedical Career student or to follow the same curriculum as the Biology major. The undergraduate preparation in the latter three curricula should be general, inasmuch as the specific preparation for these professions takes place on the post-baccalaureate level.

The Liberal Arts and Sciences student should take at least Introductory Biology I (70.101) as part of his general education. If he is not a science major, but desires further course work in Biology, he may take Introductory Biology II (70.102). If he is a science major, however, he should be advised to take Invertebrate Zoology (70.201), Chordate Zoology (70.202), or General Botany (70.208), depending on his specific interest. He should be cautioned against taking any more course work in Biology, however. A recent study entitled Junior College Preparation for Science Majors by Marlena K. Baldridge and H. Michael Delgado (of Forest Park Community College) showed that, of 17 four-year institutions in Missouri polled on this subject, the overwhelming majority felt that a science major should in his first two years have a maximum of two courses in Biology and further, that he should take Chemistry and Math; many also required him to take Physics and a Foreign Language. Most of these institutions would rather that the student take upper-level Biology courses in his Junior and Senior years.

Conclusion:
Biological Science isof value to many programs in varying degrees. The majority of the curricula require at least an exposure to science; thus, the students in a

Dennis

SPECIAL PROJECT May

-4-

Conclusion, continued:
Biology course might be of many disciplines and each must be taken into consideration so that the greatest good can be done for the greatest number. Only in this way can this curriculum serve the needs of the students.

NOTE

The author is indebted for the material in this paper to the following Career Program representatives in the St.Louis JCD:

Pershing Bell, Law Enforcement

Betty Duvall, Library Service

Ruth Hensler, Advertising Design and Commercial Art

Phyllis McEnerney, Radiologic Technology

Jack Miller, Hotel/Motel/Restaurant Operation

Nelson Russel, Horticulture

Mary Lou Taylor, Dental Hygiene

TABLE I: BIOLOGY COURSES REQUIRED AND TAKEN BY STUDENTS IN VARIOUS CURRICULA

Career		Curriculum	70.101	70.102	70.[illegible]1	70.111	70.112	70.135	70.136	70.201 70.202	70.208	
131	Agri-Bus.	Horticulture									Q	
	Business	Accounting										
		Advertising										
		Advert. Design	S									
		Commercial Art	S									
		Clerk Typist										
		Data Processing										
		Hotel, Motel, Rest.	S									
		Insurance										
		Physical Distribution										
		Retailing										
		Sales										
		Secretarial										
		Technical Illustration	S									
	E.T.	Engineering Technology										
	I.T.	Industrial Technology										
	Health	Clinical Lab. Tech.	Q			Q		Q				
		Dental Asst.										
		Dental Hygiene				Q	Q	Q	Q			
		Food Serv. Supervision	S									
		Medical Office Asst.			Q							
		Nursing				Q	Q	Q				
		Radiologic Tech.				Q	Q					
	Publ. Serv.	Fire Protection										
		Law Enforcement	S									
		Library Serv.	S									
	Misc.	Home & Community Living										
College Parallel		Art	S									
		Business Administration	S									
		Engineering										
		LAS--Biology	Q	X						C	C	
		LAS--Non-Biology	S									
		Med. Records Librarian	QX	Q		Q	Q					
		Phar., Med., Dent., Pre-	Q	X						C	C	

Q - Required C - Recommended S - Satisfies Nat. Sci. requirement

May

SPECIAL PROJECT

(Choice)

LANGUAGE MASTER MACHINE

When teaching Fundamentals of Nursing II Clinical Laboratory for students assigned to Jewish Hospital, I noticed that frequently the students had difficulty pronouncing medical terminology. Often they seemed to know what they wanted to say, but they simply could not pronounce the words. During a group discussion, the students initiated the statement that they had a lot of trouble pronouncing nursing and medical terminology, and they wished that there was a solution to their problem.

While touring the teaching laboratories at Meramec Campus, the _____ Language Master was demonstrated, and it seemed apparent that this might be suitable for use by nursing students. However, prepared cards are not available for nursing.

Use of this machine has several advantages. First, the student may progress at his or her own pace. The student can repeat a specific small section as often as needed and likewise can skip unnecessary sections. These are advantages missing with equipment such as dial access. The machine is relatively inexpensive, completely portable, and the individual blank cards are very inexpensive. The machine and cards can be placed in a learning laboratory or a library. This allows the student to study at his or her convenience, and a nursing instructor is not "tied up" during the learning process. The machine also permits the student to hear his or her own pronounciations.

There are also some disadvantages with this machine. The student has to learn to operate the "hardware" and the "software." A student can by mistake push two buttons incorrectly and erase the recorded words (this happened one time only). Because of this, someone must check the recording on the cards periodically. As previously stated, no cards are presently available for nursing, so an instructor must "start from scratch." And finally, one machine and one set of cards can accommodate only one student at a time, although additional students may be present to listen to the recording and the responding student.

Design of the Study

Preparation of material. In conjunction with instructors who gave the nursing lectures on the urinary system, terms were selected. Terms are chosen because they are (1) new or relatively new to the student and (2) apt to be difficult to pronounce.

Pre-test before material is covered in series of lectures. While using a tape recorder, students in the test and control groups pronounce words on the prepared list. The students also write brief definitions of each word on the list.

May

SPECIAL PROJECT

LANGUAGE MASTER MACHINE, Continued

Interim period. All students hear the same lectures. The test group uses materials prepared for use on the Language Master. Students who are not in the control group are informed that they may use the machine if they wish.

Post-test. The same test and control groups are tested. Using the tape recorder, the students pronounce the list of words, and they also write brief definitions of the words.

Follow-up of study. Students who use the Language Master complete a brief written evaluation of the teaching-learning technique.

Summary of the Study I realized the need to run a control as well as a test group, but a satisfactory control group was not attained. Therefore, I can look only at the improvement of students who utilized the Language Master.

Although a notice was written on the students' classroom blackboard and an announcement was made to the class, the students' quantitative response to the machine was very poor. However, those who went down to the Programmed Materials Teaching Laboratory and used the machine expressed the feeling that this had helped them.

Examples of improvement for students using the machine

	Verbal Correct (out of 33)		Definitions Correct (out of 33)	
	Before	After	Before	After
Student #1	10	31	5	27
Student #2	10	25	16	31
Student #3	26	32	not tested	not tested

Recommendations regarding Study. Although the students who used the machine were enthusiastic about it, the majority did not try it. If the machine is of value, we might demonstrate the machine in class so that students would not be "afraid of it." If it is important that a student learn to verbally communicate effectively using medical terminology, then some testing method should be developed. Aids, such as the Language Master, should be available to assist the nursing student as she learns her "foreign language." Whether she uses the aids should be left up to her as long as she can pass satisfactorily tests of verbal communication skills.

May

SPECIAL PROJECT

LANGUAGE MASTER MACHINE, Continued

Recommendations regarding Study, continued:

A way to possibly improve the quantitative utilization of this teaching-learning technique is to improve the written material which appears on each card. The written material would then include more than an easy-to-understand definition of the term. It might also include either further explanation of information from the textbook or class, or it might include information not presented in the text or class. Liberal use of appropriate diagrams and pictures otherwise not readily available to students would also be recommended. Some quiz and test items might appropriately have direct relationship to the material presented on the cards.

The following summary of the students' written evaluation indicates their ideas about this learning method.

1. It took students one to five minutes to learn how to use the machine.

2. Students spent between 30 and 90 minutes learning the thirty-three words and their definitions.

3. What students liked about the machine

    a. Could hear correct pronounciation
    b. Could read definition while listening to pronounciation
    c. Could hear self-pronounciations
    d. Could repeat the sections they had difficulty learning

4. What students disliked about the machine

    a. Location of the machine. Students felt that they were disturbing others around them, and others were disturbing them.

5. Students stated they would use additional cards when available either (a) after reading text but before hearing lecture or (b) after hearing lectures and reading text or (c) both of the above.

APPENDIX XVI
COLLEGE & DISTRICT COMMITTEE MEETINGS

Ford Interns have the opportunity to sit in as observers at various College and District Committee meetings. The purpose is to help Interns gain a better understanding of the organizational structure involved in the operation of the Colleges so that they can be more effective as teachers. Interns are requested to coordinate the arrangements for attending College meetings with either their Supervisor, Division Chairman, or College Dean of Instruction. These meetings include:

COLLEGE MEETINGS

Career Advisory Committee
College Council Meetings
Counseling Staff
Division/Departmental Faculty Meeting
Division Chairmen Meeting
Faculty Association Meeting
General Faculty Meeting
Student Senate Meetings
Student Services Advisory Committee
Student Services Staff Meeting
Other

DISTRICT MEETINGS

Arrangements for attendance at the District meetings should be made with the committee secretary or the contact persons shown below.

Name of Committee & Person to Contact For Information as to Agenda and Place	Dates Meetings are Ordinarily Scheduled
Business Services Committee Mrs. Kay Snyder, D. O., Ext. 24	Wed. prior to Board of Trustees Mtg., 9 a.m., Chandler Bldg., Conference Room
Data Processing Committee Mr. Raymond Stith, FVCC, Chairman (Check with Dr. Hill's office for scheduled meetings, D. O., Ext. 15)	Meets on call.
Financial Aids Committee Mr. Rick Lessman, MCC, Ext. 227	2nd Friday of each month in the a. m.
Institutional Research Committee Dr. Lana Weinbach, FPCC, Ext. 265	3rd Friday of each month at 1:30 p.m.
Instruction Committee Dean David Underwood, FVCC, Ext. 238	1st and 3rd Wednesday mornings.
Instructional Resources Committee Dean Robert Richey, FPCC, Ext. 262	3rd Wednesday of each month, 9:30 a.m. (rotates between Colleges)
JCD Board of Trustees Mrs. Marilyn Williams, D.O., Ext. 23	2nd & 4th Mon. of each month, 8 p.m. 1st mtg. of mo. rotated between Colleges 2nd mtg. of mo. at D.O. Board Room
JCD Council Mrs. Marilyn Williams, D.O., Ext. 23	2nd & 4th Thursdays at 2:00 p.m., (rotates between Colleges)
President's Council Mrs. Kay Snyder, D.O., Ext. 24	Wednesday following Board of Trustees mtg., (1st mtg. of mo. open to Interns from 9-11 a.m.) (2nd mtg. of mo. open to Interns from 2-4 p.m.)
Student Personnel Services Committee Dr. Edward Ruddy, FPCC, Ext. 437	1st and 3rd Wednesday afternoons

Revised 2/1971

APPENDIX XVII
(EXAMPLE OF PROGRESS REPORT)

DATE	ACTIVITY DESCRIPTION	SIGNIFICANT CRITIQUES - PRO OR CON (Visitations, Meetings, SEMINARS)
	COMMITTEE MEETINGS	
9/22/70	Student Senate Meeting 12:30-2, Wed.,FVCC	Money, Money, Money. All of the issues were concerned with the budget. The students are as "materialistic" as the middle class society. They scorn. Very enlightening.
9/24/70	JCD Council Meeting 3:00-4:30,Thurs,MCC	Informative. More knowledge would be gained, however, if the structure and purpose of meeting were described.
9/30/70	Board of Trustees 8:00-9:30 W,Dist.Office	I really enjoyed this. I wasn't looking forward to it, but was really enthused. I feel that it was a unique opportunity for a prospective employee to see the workings of a large institution. Dr. Cosand is fantastic. I will make it a point to sit in any place that he is speaking. Every issue ran smoothly. I am not used to seeing such order and unity. I think that the Junior College staff is unique and cooperative because they all share the same goals.
10/15/70	Faculty Association 12:30 Thurs.,MCC	Interesting. Noted process of selecting a new dean to replace Dean Carson.
10/28/70	Department Faculty 11:00-12:00 Wed	Every Wednesday at least 3 or 4 instructors talk over coffee. Some of the best ideas I have gotten have happened as a result of these impromptu meetings. I also talk to 4 or 5 teachers at FVCC. This gives me a broad perspective of the excellent instruction and facilities on the different campuses.
11/25/70	President's Council 2:00-4:00 District Off.	All three college presidents with President Cosand. A truly great experience.
11/4/70	Division Chairman 3:00-4:30 W, MCC	Discussed "Role of Division Chairman" Also discussed the obligations of the JCD to the handicapped student. Excellent
11/4/70	Instruction Meeting 9:00-11:00 W,Dist.Off.	(Dean Underwood and other Deans of Instruction). Discussed "wording" of course outlines, descriptions of courses, etc.
11/17/70	MCC Advisory 2:00 - 3:00	I would like to compare MCC with other campus advisory meetings - as optional meetings.
11/18/70	Instructional Resources FVCC	Learned what I should have done on my video! Made tour of complete video and dial access facilities - extremely good.

SUGGESTIONS FOR FORD INTERN SEMINARS

TOPICS	RESOURCE PERSONS
COMMUNICATION	
A.B.C's Views on Education	
Administration Views on Community College Problems and Solutions	
Advisory Committees	P. Bell Dean Richey
Campus Newspaper: Problems & Teacher Involvement	Catherine Cowan (FP)
Encounter Group Techniques	
Faculty Views on Community College Problems and Solutions	
Sizing up Individual Students & Identifying Their Need	E. Ruhlman (FV)
Student & Faculty Dissent	Dean E. Ruddy
Student Views on Commumity College Problems and Solutions	
Understanding the Disadvantaged Student	Dr. F. Witherspoon
Where Campus Violence is Heading?	
CURRICULAR	
For a seminar on career programs, assign Interns at each College to visit the coordinators of the various programs. Select resource persons based on Intern observations of what would be the most valuable to the Interns from the other colleges. T.V. clips might be used to illustrate or demonstrate key points at the seminar. Items for discussion might include job opportunities, the JCD program, interviews with students, etc. (The various College Interns groups will need to coordinate their planning to avoid duplication.)	Interns or Faculty

SUGGESTIONS FOR FORD INTERN SEMINARS, Continued

TOPICS	RESOURCE PERSONS
CURRICULAR, Continued	
Allied Health Programs	
Black Studies Program	Dean O. Bolden
Buzz Groups	
Health Related Career Programs	Interns or Faculty
Business Related Career Programs	Interns or Faculty
Engineering Related Career Programs	Interns or Faculty
Public Service & Other Career Programs	Interns or Faculty
Career Program Admissions	
Career Program Entrance Requirements	D. Daniels Dr. O. Duggins
Causes of Student Attrition in The Comprehensive Community College & Suggestions for Cutting Down	
Control Tower Operation Career Program	
Curricula Development	
Data Processing	
Dental Hygiene	
Developmental Math Program	F. Mangan (M)
Engineering Career Programs	
General Curriculum	B. Pollard C. Gilbert
Hotel, Motel, Restaurant Graduates in Industry	
Law Enforcement Career Program	
Need for Social Work Career Programs	
Occupational Program Feasibility Studies	E. Frasier O. Duggins J. Pierce-M, Legal Technology

SUGGESTIONS FOR FORD INTERN SEMINARS, Continued

TOPICS	RESOURCE PERSONS
CURRICULAR, Continued	
Occupational Program Film Strips & Motion Pictures	
Project Ahead	R. Reynolds
Project Way-Out	Dick Sadler (FP)
Promotion of Educational Programs	
Role of Athletics for Teachers in Establishing Rapport With Students	
GENERAL	
Accountability	
An Activist Education	
Development of the JCD	
Drugs	
Field Trip Contacts	R. Stevens (FV) K. Schejbal (M)
JCD Master Plan	
JCD Tax Levy Campaign	
Job Interviewing	
Legal Rights of Teachers in Handling Problems	
Most Involved Youth in Community Work at FPCC	
North Central Accrediting Including the "Self Study"	Dean R. Donnelly A. Greer Dean Underwood
Plausible Reasoning	C. Bruns (FV)
Retention, Promotion, & Dropping of Teachers	
Salary Compensation Committee	

SUGGESTIONS FOR FORD INTERN SEMINARS, Continued

TOPICS	RESOURCE PERSONS
GENERAL, Continued	
Starting a Co-Curricular Activity	D. Miller (FP) Dean Brookhart
Student Activities	
Student Government Leaders	
The Community College Nationally	Dr. Cosand
Unique Problems of an Inner City Community College	
G.T. (Group Therapy)	
Choice Projects	
Class Visits	
College & District Committee Meetings	
Field Assignments	
Problems	
Seminars	
Student Learning Problems	
Teaching Assignment	
INTERN ORIENTATION	
Buzz Groups	Interns
Choice Projects Field Assignments Student Learning Problems	
Check-In Sheet	
Class Visits & Program Orientation	
Contract - Full Time, Leaving Town, Other Courses	

SUGGESTIONS FOR FORD INTERN SEMINARS, Continued

TOPICS	RESOURCE PERSONS
INTERN ORIENTATION, Continued	
Criteria for a Successful Internship by Former Interns	R. Stevens K. Schejbal R. Shady K. Dietz R. Christeck
Criteria for a Successful Internship by Former Intern Supervisors	R. Wencker J. Biegelsen J. Walka Dr. M. Marty R. Murray M. Barnum E. Frasier
Critique & Check Out	
Focus Diads & Triads	J. Wheeler M. Davies
Student Evaluations of Interns' Teaching	
TEACHING	
For a seminar on effective teaching, have the Interns visit the classes of various teachers on their campus. Selection of resource persons would be based on these observations as to what would be most valuable to the Interns from the other Colleges. The topics might include techniques, media, testing, teacher-student relations, drop-out rates, means for overcoming student learning problems, etc. (T.V. clips might be used to illustrate key points). The Interns would then be responsible for the seminar.	M. McClintock (M) T. Bingham (FV) D. Davis (FP) W. Duke (FP) R. Estes (FP) T. Finkelstein (FV) M. Jackoway (FP) J. Matejcic (FV) E. Menges (FV) J. Miller (FP) P. Vossick (FV) K. Schuler (FV) J. Rehg (FP) W. Rivers (M) J. Craig (FP) J. Sala (FP) R. Steitz (FV) F. Stone (FP) A. Taylor (FV) F. Warfield (M)

SUGGESTIONS FOR FORD INTERN SEMINARS, Continued

TOPICS	RESOURCE PERSONS	
TEACHING, Continued		
	C. Zander	(M)
	J. Donnell	(M)
	J. Walka	(M)
	R. Smith	(M)
	S. Piekarski	(FP)
	R. Melton	(FV)
	A. Dempsey	(FV)
Active Involvement Sheets	Dr. F. Brown	
A USEO Funded Project at FV on Comparative Teaching Methods	Kathryn Langlois	
Course Development		
Experiment in Testing for Placement		
Evaluation of Innovations in the Use of Instructional Media	Dr. A. Lottman	
Extended & Released Time Projects		
Fundamentals of Acting	A. Taylor	(FV)
	J. Sala	(FP)
	C. Zander	(M)
Getting Ready for the First Community College Class	Dr. A. Lampe	J. Donnell
	S. Piekarski	Dr. O. Duggins
	U. Handy	W. Stoffel
	D. Davis	H. Pullen
	G. Wang	J. Biegelsen
Group Discussion Techniques	A. Taylor	(FV)
	J. Sala	(FP)
	C. Zander	(M)
Individualized Instruction		
Instructional Objectives	Dr. W. Rivers	
League of Innovation	Dean W. Hunter	
Micro Teaching	A. Dempsey	(FV)
More Effective Oral Communications	A. Taylor	(FV)

SUGGESTIONS FOR FORD INTERN SEMINARS, Continued

TOPICS	RESOURCE PERSONS
TEACHING, Continued	
Ones Professional Development as a Faculty Member - Sabbaticals - Next Step Project	D. Gawronski
Panel on Teaching Techniques	
Placement Tests & Their Interpretation	
Slate Approach	
Student Parliament Views on Student Evaluation	
Summer College Skills Program for H. S. Grads Needing Preliminary Work Prior to Entering Community College	W. Gunlock (M) (Suggested by Dean Pierce)
Team Teaching	A. Meyer
Teacher Use of the Student Personnel Folder	
Testing and Grading	
The Computer as a Teaching Aid	
Textbook - Selection & Evaluation	
Theories of Learning	W. Rivers (M) L. Wells (FV) L. Nelson (FP)
The Use of Games in Teaching	W. Rosenthal
Toward Greatness in Teaching (AAJC Workshop)	
T.T.T.	Dr. Roger Robinson, SIU
ORGANIZATIONAL	
Campus Security	P. Zei (FV) E. Hart (FV)
Changing Views on Education Resulting from Assignments as an Instructor, Division Chairman and Dean of Instruction.	Dean R. Richey

SUGGESTIONS FOR FORD INTERN SEMINARS, Continued

TOPICS	RESOURCE PERSONS	
ORGANIZATIONAL, Continued		
Faculty Involvement and the Administration		
Faculty Responsibilities as Viewed by the Division Chairman		
Function of Faculty Organizations & Problems of Faculty Involvement	S. Rabushka H. Finkleston J. Walka	(FP) (FV) (M)
Goverance		
Job Placement of Community College Students - What Employers Look For		
JCD Finance		
JCD Organizational Structure and the Roles & Inter-Relations hip of the Various College & District Comm.	P. Connole	
Planning JCD Facilities	L. O'Neill	
Problem of Theft and Damage to School Property	J. Lonigro	
Role of Community Relations Department	R. Gaffner	
Role of Department and Division Chairman		
Role of Institutional Research	Dean P. Hirsch	
Role of Institutional Development -- Gov't. Acts and Foundations Affecting Education	S. Stone	
Role of Student Personnel Services		
Role of the Board Member		
Role of the College President		
Role of the Dean of Continuing Education		
Role of the Dean of Instruction		
Role of the District President		
Role of the Teacher in Counseling		
Selection & Development of Administrators		

SUGGESTIONS FOR FORD INTERN SEMINARS, Continued

TOPICS	RESOURCE PERSONS	
ORGANIZATIONAL, Continued		
Selection of a College President		
Student Advising		
The 4-1-4 Plan		
The Real Thing - View on Teaching by Former Interns Who are Now Teaching in Community Colleges Other than the JCD	J. Splitstone D. Tetrault	
The Role of the Counselor	N. Hartman J. Roth	(FV) (FP)

APPENDIX XIX
(EXAMPLE OF PROGRESS REPORT)

DATE	ACTIVITY DESCRIPTION	SIGNIFICANT CRITIQUES - PRO OR CON (Visitations, Meetings, SEMINARS)
	SEMINARS	
9/8	MCC	Very helpful. Mike Davies and Jim Wheeler presented an entirely new approach. I am using some of their suggestions. Haven't tried "focus" yet but will in time - not comfortable with it yet.
9/24	MCC	Dr. Brown was terrific. I immediately applied her "involvement" program to my discipline. Her whole presentation was so helpful I then attended one of her classes to see it "in action." Dean Carson gave very valuable & helpful information in afternoon. The instruction, ideas, help and information received in seminars so far have been immeasurably beneficial.
10/1	FVCC	Morning session of breaking up into groups of three for different campuses then combining into groups of six was quite good. General consensus was that this was excellent idea. Afternoon bogged down and defeated purpose. Suggest next time groups should concentrate more on teaching techniques different from "norm." There was too much repetition of same technique. There was not nearly enough time to cover 6 subjects, throw out all but the most effective ideas and suggestions and still cover the rest of the subject. Two subject fields have been centered on. Then, if excess time permitted, others covered in order of their priority of interest to the group. Stricter guidelines need to be applied to the afternoon session to prevent a repetition of the "bogging down." A time limit for each group might be one answer.
10/13	FVCC	The presentation made by Miss Taylor was one of the most productive and beneficial to me. She had the capacity for generating ideas for me. I would definitely recommend having her for future seminars.
10/20	MCC	Dr. Rivers was tremendous - finished igniting the spark for my interest that had been started by NEXSTEP when I had tried to state my course objectives. I now intend to make this a continuing project and plan to request additional guidance from Dr. Rivers.

NEWS RELEASE

JCD

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October 1970

SPECIALLY TRAINED TEACHERS READY FOR FULL-TIME EMPLOYMENT IN COMPREHENSIVE COMMUNITY COLLEGES

A number of persons are now in the process of completing a one-semester teaching internship program in The Junior College District of St. Louis and St. Louis County, Missouri. This is a joint project with Southern Illinois University which is partially funded with a $500,000 grant from the Ford Foundation. The objective is to help increase the supply of teachers who are better oriented to teaching in comprehensive community colleges and other types of two-year post-high school programs.

The internship consists of two parts. The first is teaching. An intern is assigned to a department at one of the three colleges of the JCD to teach 40 per cent of the normal full-time faculty load under the guidance of an experienced teacher.

Interns learn to become more effective teachers through several approaches, in addition to advisement from their supervising teachers. They are encouraged to use the JCD as a laboratory to help discover the teaching techniques most effective for them. This includes visiting classes and conferring with experienced teachers. Interns review their effectiveness by means of video tapes and critiques from students. They also undertake the solving of student learning problems and the establishing of "learning objectives."

Interns learn to better understand and appreciate the community college concept by becoming familiar with the totality of the educational programs and services. They do this through interviews with the persons who are actually involved and by attending various college and district committee meetings such as the Board of Trustees, District Council and President's Council.

Weekly seminars are held on a rotating basis among the three colleges. The meetings provide an opportunity for interaction with faculty, students, board members and administrators. Persons selected to participate in this project have to indicate a willingness to relocate. As a means of providing faculty and administrators with information about the qualifications of the persons completing the program, a directory is attached which may be used in contacting persons available for employment.

For additional information regarding a specific person's performance during the internship, contact Dr. Charles R. Hill, Director, Ford Project for the Preparation of Teachers, The Junior College District, 7508 Forsyth Boulevard, St. Louis, Missouri 63105. Phone: 314/726-4686.

THE JUNIOR COLLEGE DISTRICT
St. Louis–St. Louis County
DISTRICT OFFICE
5801 Wilson Avenue
St. Louis, Mo. 63110
644-6400, Ext. 308

FLORISSANT VALLEY
COMMUNITY COLLEGE
3400 Pershall Road
St. Louis, Missouri 63135
524-2020, Extension 227

FOREST PARK
COMMUNITY COLLEGE
5600 Oakland Avenue
St. Louis, Missouri 63110
644-3300, Extension 266

MERAMEC
COMMUNITY COLLEGE
11333 Big Bend Boulevard
St. Louis, Missouri 63122
966-3402, Extension 267

APPENDIX XXI

(Abstract)

INDEX TO POLICIES

FORD PROJECT FOR THE PREPARATION OF TEACHERS

SECTION	SUBJECTS
1 -	Advisory Committee
2 -	Administration of Program 1. General 2. Lines of Communication
3 -	Selection of Participants 1. General 2. Procedures - Pre-Service Program Interns 3. Requirements " " " " 4. Procedures - S.I.U. Masters Degree Program 5. Requirements - " " " "
4 -	Dropping from Program
5 -	JCD Internship 1. General 2. Teaching Assignment

POLICIES

FORD PROJECT FOR THE PREPARATION OF TEACHERS

1 - JCD Ford Project Advisory Committee

1. The JCD Advisory Committee function is to assist in screening and selecting participants for the program and to advise the Director in the development and implementation of the program.

2. The JCD Advisory Committee to the Ford Project Director (JCD) is as follows:

Organization	Committee Member
F.V.C.C.	Dean of Instruction
F.P.C.C.	Dean of Instruction
M.C.C.	Dean of Instruction
M.T.E.C.	Director - ex officio

2 - Administration

	Date Adopted By Advisory Committee	
	JCD	SIU
1. General		
01. Ford funds for SIU teaching assistantships shall be awarded to only those students who have been selected to intern in the JCD.	10-20-66	10-20-66
02. JCD Pre-Service intern stipends:		
Period: 1 Semester; Rate: Approx. $4,000 (equivalent to JCD Salary Schedule)	11-3-66	11-15-66

03. SIU Masters Degree candidate stipends:

PERIOD	JCD INTERN.	SIU FELLOW	ED. QUAL.	RATE
1 Qtr.		SIU going rate	B.S.	
1 Sem.	X		B.S.	$2000

		Date Adopted By Advisory Committee	
		JCD	SIU
2 -	2. Lines of Communication		
	01. The contacts for the Ford Director with the individual JCD campuses are through the members of the Advisory Committee selected by the Campus Directors.	11-3-66	11-15-66
	02. The JCD contact with SIU regarding the program is through the Director of the Ford Project.	10-20-66	10-20-66
	03. The SIU contact with the JCD regarding the program is through the Director of the Ford Project.	10-20-66	10-20-66
	04. Arrangements for interviews, notification regarding selection and procedures for starting participants in the internship program will be coordinated by the Director of the Ford Project.	11-3-66	11-15-66

3 - Selection of Participants

1. General

01. Participants shall be selected by means of multiple interviews.

2. Procedures - Pre-Service Program Interns

01. Candidates for the Pre-Service program shall be interviewed by at least two members of the JCD Selection Committee. In addition, there should be at least a minimum of two interviews by JCD faculty competent in the applicant's major discipline.

02. Acceptance of each Pre-Service candidate for the program is by the following Selection Committee:

Dean of Instruction - Meramec C. C.
Dean of Instruction - Forest Park C. C.
Dean of Instruction - Florissant Valley C. C.
Director, Ford Project - MTEC

Date Adopted By Advisory Committee

JCD SIU

3 - 2. 03. Campus assignments for those accepted into the program are based on the following criteria:

A. Availability of assignments on the various campuses.

B. Interest of Division Chairman in having the Intern assigned to his Division.

C. In those cases where there is more than one assignment open to the Intern, the assignment will be based on the Intern's preference and effort made to balance the allocation of Interns among the three campuses.

3. Requirements - Pre-Service Program Interns

01. The schedule and number of persons to complete JCD Pre-Service internships are as follows:

Period Ending	Cumulative Total Persons to Complete Internship		
August 1967	10	10-20-66	10-20-66
August 1968	20		

02. Selection criteria for Pre-Service Interns shall provide approximately half of those to be selected for the technical subjects and the other half for the academic subjects required in career curricula. Selection criteria shall also provide the proper distribution of Interns within these two categories, based upon the supply and demand for teachers.

4. Procedures - SIU Masters Degree Program Interns

01. Students recommended by SIU are then referred to the Director of the Ford Project for the JCD interviews.

		Date Adopted By Advisory Committee	
		JCD	SIU

3 - 4. 02. The Director will follow the same selection procedure for Ford SIU Masters Degree Program candidates (see 3-2. 01-02) that is used for Pre-Service candidates. In the event that a candidate is unable to come to St. Louis for an interview, prior to his being selected for the program, the Director will interview the candidate in Carbondale. Following the interview, the Director will provide the pertinent data (application, transcript, etc.) to each member of the JCD Selection Committee with his recommendation and a request for comments. Those for which unanimity exists will be accepted for the Project. The others will have to be resolved on an individual basis.

03. The same procedure (See 3-2. 03) will be used for determining the campus assignments for Ford SIU Masters Degree Program Interns that is used for Pre-Service Interns. In those cases where unanimity does not exist, resolution will be on an individual basis.

5. Requirements - SIU Masters Degree Program Interns

01. The goals and schedule of SIU graduate students completing JCD internships are as follows:

Period Ending	Cumulative Total Persons Completing Internships		
June 1968	15		
June 1969	44		
June 1970	74	10-20-66	10-20-66

02. Selection criteria for participants in the SIU Masters Degree Program shall provide approximately half of those to be selected for the technical subjects and the other half for the academic subjects required in career curricula. Selection criteria shall also provide the proper distribution within these two categories, based upon the supply and demand for teachers.

		Date Adopted By Advisory Committee	
		JCD	SIU
4 -	Dropping from Program		
	1. Recipients of Ford funds will be dropped from the program if they do not make satisfactory progress, or if their career goals change and become incompatible with Ford program objectives. Decisions to drop such persons are made by the Selection Committee.	11-3-66	11-11-66
5 -	JCD Internship		
	1. General		
	01. Internships within the JCD are full-time for one semester.	10-20-66	10-20-66
	02. Masters Degree candidates are assigned internships during the spring and fall semesters.	10-20-66	10-20-66
	03. Masters Degree candidates are assigned internships preferably during the last half of their graduate program.	10-20-66	10-20-66
	2. JCD Teaching Assignment		
	01. A supervisor in the intern's discipline shall be selected to work with each intern. His function is to advise his intern so that he can be helped to become a more effective teacher. This might include the following:		
	A. Serve as a consultant to the Intern regarding the selection, organization and presentation of subject matter.		
	B. Provide advice and counsel regarding preparation of tests and the grading of students.		
	C. Observe and critique the Interns' classroom teaching at least once each month.		

			Date Adopted By Advisory Committee	
			JCD	SIU
5 -	2.	01. continued:		
		D. Help direct the Intern in making the necessary contacts for visiting the various types of meetings and classes.		
		E. Counsel with the Intern regarding special projects he or she might become involved in to help them overcome weaknesses as a teacher.		
		02. Supervisors of interns shall have their teaching loads reduced one-fifth to provide time for the supervisory and coordinating functions involved.	11-15-66	11-15-66
		03. Intern teaching assignment should be about 40% the normal full-time teaching assignment and preferably interns should be assigned at least one class required for students in occupational programs. In addition, intern teaching schedules should be such that they do not conflict with the Tues. or Thurs. seminars.	11-15-66	11-15-66